

61st CONGRESS }  
3d Session }

HOUSE OF REPRESENTATIVES

{ DOCUMENT  
{ No. 1009

ANNUAL REPORT OF THE  
COMMISSIONERS OF THE  
DISTRICT OF COLUMBIA  
YEAR ENDED JUNE 30, 1910

Vol. IV  
REPORT OF  
THE BOARD OF EDUCATION



WASHINGTON  
1911



# REPORT OF THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

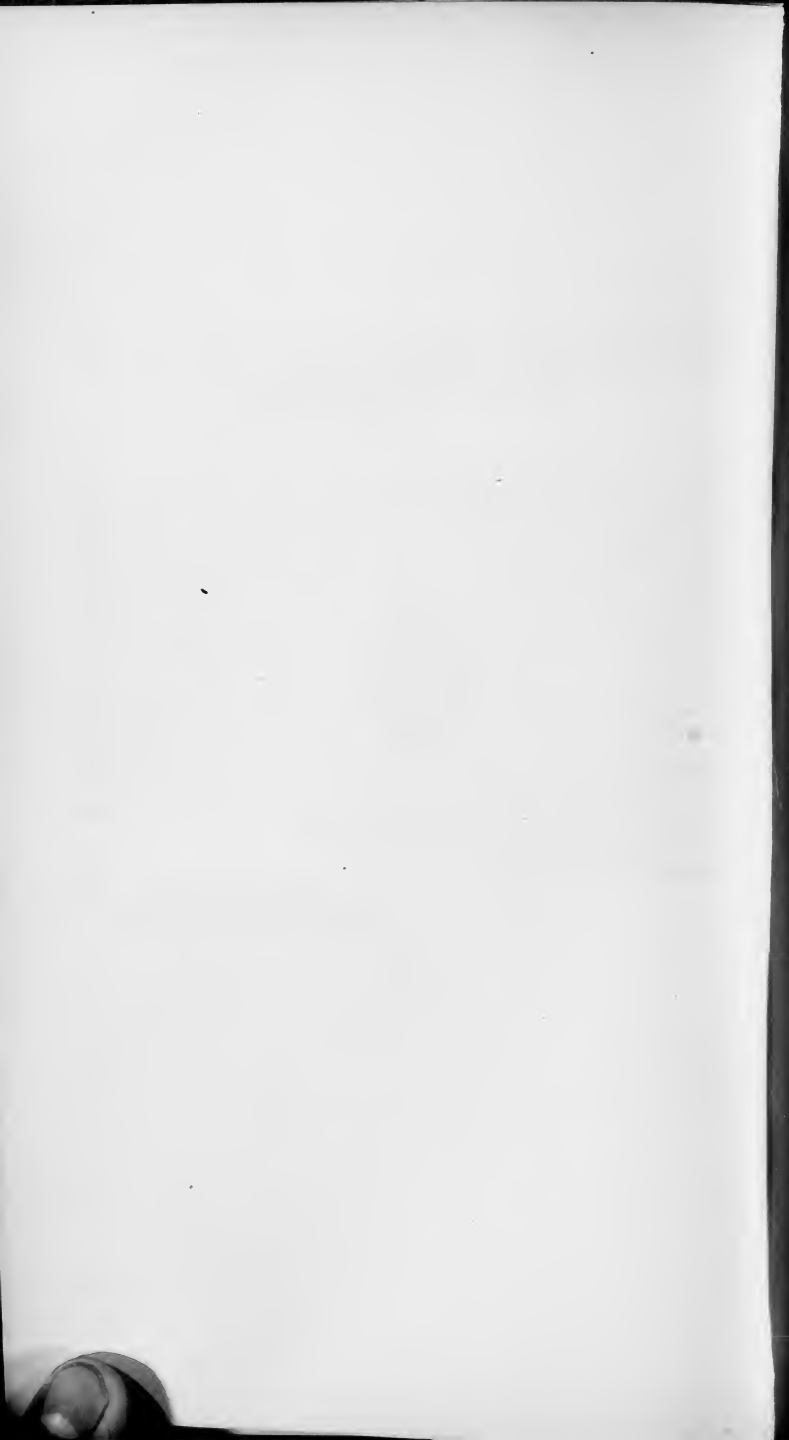
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*To the Commissioners of the District of Columbia:*

For the school year ending June 30, 1910, the membership of the board of education was affected by the reappointment for three years of Mr. William D. Hoover and Mrs. Ellen Spencer Mussey. Rev. William V. Tunnell entered on duty as a member, succeeding Mr. John F. Cook, whose term had expired. In September, 1909, Mrs. Justina R. Hill presented her resignation to the justices of the Supreme Court of the District of Columbia, the vacancy resulting being filled by the appointment of Mrs. Elizabeth Hoeke. On July 1, 1909, the board was organized by the election of Mr. James F. Oyster as president and Mr. William V. Cox as vice president. During the year Mr. Stuart McNamara, assistant United States attorney, was relieved from duty as the board's legal adviser, by direction of the Attorney General, and his place filled by Mr. F. Sprigg Perry, who served several months, to be later succeeded by Mr. Stanton C. Peelle.

Respectfully submitted.

JAMES F. OYSTER,  
*President Board of Education.*



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## SCHOOL CALENDAR.

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1910-1911.

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1910. School opens (beginning of the first half year): September 19.  
Thanksgiving holiday: Thursday and Friday, November 24 and 25.  
Christmas holiday: Saturday, December 24, 1910, to Monday, January 2, 1911,  
both inclusive.
1911. End of the first half year: Tuesday, January 31.  
Beginning of the second half year: Wednesday, February 1.  
Washington's birthday: Wednesday, February 22.  
Easter holiday: Friday, April 14, to Friday, April 21, both inclusive.  
Memorial Day: Tuesday, May 30.  
Commencement exercises:  
    McKinley Manual Training School, Friday, June 16.  
        Four-year class at 4.30 o'clock.  
        Certificate class at 8 o'clock.  
    Business High School (certificate class), Friday, June 16.  
    Business High School (four-year class), Monday, June 19.  
    Western High School, Monday, June 19.  
    Armstrong Manual Training School (certificate class), Monday, June 19.  
    Armstrong Manual Training School (four-year class), Tuesday, June 20.  
    Central High School, Tuesday, June 20.  
    Eastern High School, Tuesday, June 20.  
    M Street High School, Wednesday, June 21.  
    Normal School No. 1, Wednesday, June 21.  
    Normal School No. 2, Wednesday, June 21.  
School closes (end of second half year): Wednesday, June 21.  
School opens: Monday, September 18.

# BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

1910-1911.

## MEMBERS.

Mr. JAMES F. OYSTER.....	900 Pennsylvania Avenue NW.
Mrs. ELLEN SPENCER MUSSEY.....	1317 New York Avenue NW.
Mr. W. D. HOOVER.....	Fifteenth Street and New York Avenue NW.
Mrs. MARY CHURCH TERRELL.....	326 T Street NW.
Mr. RICHARD R. HORNER.....	Stewart Building.
Dr. WILLIAM V. TUNNELL.....	Howard University.
Mrs. ELIZABETH HOEKE.....	336 C Street NW.
Mr. HENRY P. BLAIR.....	Colorado Building.
Mr. ERNEST H. DANIEL.....	605 Thirteenth Street NW.

## OFFICERS OF THE BOARD.

<i>President:</i> Mr. JAMES F. OYSTER.....	900 Pennsylvania Avenue NW.
<i>Vice president:</i> Mrs. ELLEN SPENCER MUSSEY.....	1317 New York Avenue NW.
<i>Secretary:</i> Mr. HARRY O. HINE.....	3204 Highland Avenue, Cleveland Park.

## CLERKS.

JOHN W. F. SMITH.....	816 Fourth Street NW.
RAYMOND O. WILMARTH.....	227 John Marshall Place NW.
ROBERT F. KERKAM.....	1429 Q Street NW.
Miss LURA C. RUGG.....	1813 Newton Street NW.

## STENOGRAPHERS.

ROLAND W. SHEPPARD.....	911 Longfellow Street NW.
DAVID L. THOMSON.....	3439 Fourteenth Street NW.

## MESSENGER.

L. MONROE.....	2110 Vermont Avenue NW.
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The stated meetings of the board are held on the second and fourth Wednesdays of each month.

## STANDING COMMITTEES.

*Ways and means.*—Mr. BLAIR, Mr. HOOVER, Dr. TUNNELL, Mr. OYSTER, Mr. DANIEL.  
*Elementary schools and night schools.*—Mrs. MUSSEY, Mr. HOOVER, Mr. OYSTER, Dr. TUNNELL, Mrs. TERRELL.  
*Normal, high, and manual training.*—Mr. OYSTER, Mr. HOOVER, Mr. HORNER, Mrs. HOEKE, Mrs. TERRELL.

*Textbooks and supplies.*—Mr. BLAIR, Mr. HOOVER, Mrs. HOEKE.

*Inspection and disposal of unserviceable material.*—Dr. TUNNELL, Mr. OYSTER, Mrs. MUSSEY, Mrs. TERRELL.

*Sites, buildings, repairs, janitors, and sanitation.*—Mr. HOOVER, Mr. DANIEL, Mr. OYSTER.

*Special Schools.*—Mrs. MUSSEY, Mrs. HOEKE, Mr. HORNER.

*Water supply and drainage.*—Mr. HORNER, Dr. TUNNELL, Mr. BLAIR.

*Rules and by-laws.*—Mr. HOOVER, Dr. TUNNELL, Mrs. MUSSEY.

*Military affairs and athletics.*—Mr. OYSTER, Mr. DANIEL, Mr. HORNER.

*Playgrounds and school gardens.*—Mrs. HOEKE, Mrs. MUSSEY, Mrs. TERRELL, Mr. BLAIR, Mr. HORNER.

*Libraries and lectures.*—Mrs. TERRELL, Mrs. HOEKE, Mr. BLAIR.

#### SPECIAL COMMITTEES.

*Teachers' retirement.*—Mr. OYSTER, Mrs. HOEKE, Mrs. TERRELL.

*Awards and prizes (Galt legacy prize and Daughters of the American Revolution).*—Mrs. MUSSEY, Mrs. HOEKE, Mrs. TERRELL.

*Attorney for the board.*—STANTON C. PEELE, Assistant United States Attorney, City Hall.

#### OFFICE OF THE SUPERINTENDENT.

ALEXANDER T. STUART.....Superintendent of public schools.

PERCY M. HUGHES.....Assistant superintendent of public schools.

ROSCOE CONKLING BRUCE.....Assistant superintendent of public schools.

*Director of intermediate instruction,* STEPHEN E. KRAMER. Office, Franklin School; residence, 1318 S Street NW.

*Supervisor of manual training,* JOHN A. CHAMBERLAIN. Office, Franklin School; residence, 1502 Emerson Street NW.

#### FIRST DIVISION.

*Supervising principal,* BERNARD T. JANNEY.

*Office,* Curtis School; *residence,* 1671 Thirty-first Street NW.

No. of building.	Name.	Location.	Name of principal.
53	Addison, Henry.....	P Street, between Thirty-second and Thirty-third Streets NW.	Miss E. E. Darneille, 1521 Thirty-first Street NW.
25	Conduit Road.....	Conduit Road.....	See Reservoir.
68	Corcoran, Thomas...	Twenty-eighth Street, between M Street and Olive Avenue NW.	Miss M. F. Gore, 1147 New Hampshire Avenue NW.
26	Curtis, William Wallace.	O Street, between Thirty-second and Thirty-third Streets NW.	Miss E. M. Chase, 3014 Dent Place NW.
92	Fillmore, Millard....	Thirty-fifth Street, between R and S Streets NW.	Miss Mary Connelly, 1438 S Street NW.
147	Hyde, Anthony T...	O Street, between Thirty-second and Thirty-third Streets NW.	Miss C. A. Ossire, 2729 Ontario Road NW.
.....	Industrial Home.....	Wisconsin Avenue NW.....	R. L. Haycock, 2525 Wisconsin Avenue NW.
69	Jackson, Anthony...	R Street, between Thirtieth and Thirty-first Streets NW.	Miss E. L. Godey, 1737 Columbia Road.
110	Reservoir.....	Conduit Road, near reservoir.....	Miss J. Roberta Ossire, 2729 Ontario Road NW.
102	Tenley.....	Tenley, D. C.....	Miss H. I. Walsh, 1372 Kenyon Street NW.
14	Threlkeld, John....	Thirty-sixth Street and Prospect Avenue NW.	Miss S. E. Thomas, 3114 O Street NW.
114	Toner, John Meredith.	Twenty-fourth and F Streets NW.	Miss Blanche Beckham, 2721 N Street NW.

## SECOND DIVISION.

Supervising principal, BEN W. MURCH.

Office, Dennison School; residence, 1703 Thirty-fifth Street NW.

No. of building.	Name.	Location.	Name of principal.
65	Adams, John Quincy	R Street, between Seventeenth Street and New Hampshire Avenue NW.	Miss Janet McWilliam, 2142 K Street NW.
113	Chevy Chase.....	Connecticut Avenue extended.....	Miss M. Ella Given, 1429 Clifton Street NW.
154	Cooke, Henry D.....	Seventeenth and Columbia Road....	Mrs. C. B. Smith, 1739 F Street NW.
52	Dennison, William..	S Street, between Thirteenth and Fourteenth Streets NW.	Miss K. E. Rawlings, 3321 Holmead Avenue NW.
160	Eaton, John.....	Thirty-fourth and Lowell Streets NW.	Josephine Burke, 1432 Belmont Street NW.
32	Force, Peter.....	Massachusetts Avenue, between Seventeenth and Eighteenth Streets NW.	Miss C. L. Garrison, 1419 R Street NW.
41	Grant, Ulysses S.....	G Street, between Twenty-first and Twenty-second Streets NW.	Miss F. L. Reeves, 730 Twenty-second Street NW.
125	Morgan, Thomas P..	V Street, between Champlain and Eighteenth Streets NW.	Miss N. E. L. McLean, 922 T Street NW.
54	Weightman, Roger C.	Twenty-third and M Streets NW....	Miss E. Macfarlane, 920 Sixteenth Street NW.

## THIRD DIVISION.

Supervising principal, ERNEST L. THURSTON.

Office, Ross School; residence, The Duddington, Lanier Place.

104	Brightwood.....	Brightwood.....	Miss H. G. Nichols, 2604 University Place NW.
151	Brightwood Park....	Ninth and Ingraham Streets NW...	Miss Mary A. Dilger, 1211 Euclid Street NW.
84	Harrison, William Henry.	Thirteenth Street, between V and W Streets NW.	Miss A. L. Sargent, 1421 Columbia Road.
119	Hubbard, Gardner G.	Kenyon Street, between Eleventh and Thirteenth Streets NW.	Miss B. L. Pattison, 1416 Sixth Street NW.
95	Johnson, Andrew....	School and Lamont Streets, Mount Pleasant.	Miss C. G. Brewer, 106 The Ontario.
21	Johnson Annex.....	School Street, Mount Pleasant.....	
72	Monroe, James.....	Columbia Road, between Georgia and Sherman Avenues NW.	H. W. Draper, 1495 Newton Street NW.
131	Petworth.....	Petworth.....	Miss M. W. Frank, 1003 Otis Place NW.
57	Phelps, Seth L.....	Vermont Avenue, between T and U Streets NW.	Miss F. S. Fairley, 109 Ridge Road east.
157	Powell, Charles F....	School Street, near Park Road.....	Miss Mary C. McGill, The Plaza, Washington Circle.
146	Ross, John W.....	Harvard Street, between Eleventh and Thirteenth Streets NW.	Miss K. H. Bevard, The Gladstone, 1423 R Street NW.
118	Takoma.....	Takoma.....	Miss M. R. Macqueen, 2620 Thirteenth Street NW.
101	Woodburn.....	Riggs and Blair Roads.....	Miss H. E. King, Fifth Street and Columbia Road NW.

## FOURTH DIVISION.

Supervising principal, WALTER B. PATERSON.

Office, Henry School; residence, 2016 Fifteenth Street NW.

27	Abbot, George J.....	Sixth Street and New York Avenue NW.	Miss Metella King, 1001 Eighth Street NW.
15	Franklin, Benjamin.	Thirteenth and K Streets NW.....	See Thompson.
33	Henry, Joseph.....	P Street, between Sixth and Seventh Streets NW.	Miss A. A. Chesney, 614 Q Street NW.
44	Morse, Samuel F. B..	R Street, between New Jersey Avenue and Fifth Street NW.	Miss S. E. White, 213 C Street SE.
86	Polk, James K.....	Seventh and P Streets NW.....	Mrs. M. E. C. Walker, 7 Iowa Circle NW.
156	Thompson, Strong J.	L and Twelfth Streets NW.....	C. K. Finckel, 1839 Monroe Street NW.
45	Twinning, W. J.....	Third Street, between N and O Streets NW.	Miss M. I. Furmage, 1403 Sixth Street NW.
51	Webster, Daniel.....	Tenth and H Streets NW.....	Miss S. B. Kent, 834 Thirteenth Street NW.

## FIFTH DIVISION.

Supervising principal, SELDEN M. ELY.

Office, Gales School; residence, 50 S Street NW.

No. of building.	Name.	Location.	Name of principal.
70	Arthur, Chester A. . . . .	Arthur Place NW. . . . .	Miss A. M. Clayton, 15 U Street NW.
61	Blake, James H. . . . .	North Capitol Street, between K and L Streets NW.	Miss Emily Scrivener, 1012 Monroe Street NE.
103	Brookland. . . . .	Brookland. . . . .	Miss M. E. Little, The Stanhope, New Jersey Avenue and First Street NW.
116	Eckington. . . . .	First and Quincy Streets NE. . . . .	Miss M. R. Lyddane, 1814 First Street NW.
133	Emery, Matthew G. . . . .	Lincoln Avenue and Prospect Street NE.	Miss Adelaide Davis, 213 C Street SE.
143	Gage, Nathaniel P. . . . .	Second Street above U Street NW. . . . .	Miss Mary E. Bond, 1741 Oregon Avenue NW.
36	Gales, Joseph. . . . .	First and G Streets NW. . . . .	Miss K. T. Brown, 1838 Calvert Street NW.
108	Langdon. . . . .	Langdon. . . . .	Miss A. M. Sisson, 1804 First Street NW.
22	Seaton, William W. . . . .	I Street, between Second and Third Streets NW.	Miss S. C. Collins, 1522 Ninth Street NW.

## SIXTH DIVISION.

Supervising principal, Miss FLORA L. HENDLEY.

Office, Ludlow School; residence, 1216 L Street NW.

48	Benning, William. . . . .	Anacostia Road, between Benning Road and F Street NE.	Miss C. H. Pimper, 1302 Thirtieth Street NW.
50	Blair, Francis P., sr. . . . .	I Street, between Sixth and Seventh Streets NE.	Miss E. F. Goodwin, 1416 K Street NW.
145	Blow, Henry T. . . . .	Nineteenth Street and Benning Road NE.	Miss A. E. Haslup, 2114 Eighteenth Street NW.
37	Hamilton, Alexander . . . . .	Bladensburg Road. . . . .	Reginald I. Thompson, Glenn Dale, Md.
107	Hayes, Rutherford B. . . . .	Fifth and K Streets NE. . . . .	Miss E. M. Fisher, 1437 Irving Street NW.
128	Kenilworth. . . . .	Kenilworth, D. C. . . . .	Miss Helen M. Knighton, 57 K Street NW.
142	Ludlow, William. . . . .	Southeast corner Sixth and G Streets NE.	Miss E. C. Dyer, 1702 Ninth Street NW.
71	Madison, James. . . . .	Tenth and G Streets NE. . . . .	Miss M. J. Austin, 1751 Columbia Road.
94	Pierce, Franklin. . . . .	G and Fourteenth Streets NE. . . . .	Miss K. C. Babbington, 78 I Street NW.
88	Taylor, Zachary. . . . .	Seventh Street, near G Street NE. . . . .	Miss G. S. Silvers, 910 L Street NW.
121	Webb, William B. . . . .	Fifteenth and Rosedale Streets NE.	Miss A. J. Bell, 1200 N Street NW.
136	Wheatley, Samuel G. . . . .	Twelfth and N Streets NE. . . . .	Miss M. B. Pearson, 1838 Calvert Street NW.

## SEVENTH DIVISION.

Supervising principal, EPHRAIM G. KIMBALL.

Office, Wallach School; residence, 1527 Park Road.

46	Brent, Robert. . . . .	Third and D Streets SE. . . . .	Miss Lyda Dalton, 505 B Street SE.
58	Carbery, Thomas H. . . . .	Fifth Street, between D and E Streets NE.	Miss M. G. Young, 1303 Newton Street NE.
120	Dent, Josiah. . . . .	Second Street and South Carolina Avenue SE.	Miss A. E. Hopkins, 1326 Euclid Street NW.
135	Edmonds, James B. . . . .	Ninth and D Streets NE. . . . .	Miss M. A. McNantz, 707 East Capitol Street.
115	Hilton, Charles E. . . . .	Sixth Street, between B and C Streets NE.	Miss J. M. Rawlings, 233 B Street NE.
55	Mauzy, John W. . . . .	B Street, between Twelfth and Thirtieth Streets NE.	Miss A. P. Stromberger, 1325 Massachusetts Avenue SE.
31	Peabody, George. . . . .	Fifth and C Streets NE. . . . .	Miss M. A. Aukward, 128 D Street SE.
59	Towers, John T. . . . .	Eighth and C Streets SE. . . . .	Miss N. M. Mack, 503 A Street SE.
4	Wallach, Richard. . . . .	D Street, between Seventh and Eighth Streets SE.	Miss Anne Beers, The Saratoga, 653 East Capitol Street.

## EIGHTH DIVISION.

Supervising principal, ISAAC FAIRBROTHER.

Office, Jefferson School; residence, 924 B Street SW.

No. of building.	Name.	Location.	Name of principal.
42	Amidon, Margaret...	Sixth and F Streets SW.....	Miss M. L. Smith, 1234 B Street SW.
123	Bowen, Sayles J.....	Third and K Streets SW.....	Miss A. B. Neumeyer, 4118 Chesapeake Street NW.
60	Bradley, William A.....	Linworth Place SW.....	Miss Annie Van Horn, 317 First Street SE.
105	Greenleaf, James.....	Four-and-a-half Street, between M and N. Streets SW.....	Miss S. E. Halley, 627 Seventh Street SW.
23	Jefferson, Thomas...	Sixth and D Streets SW.....	C. N. Thompson, 207 Eighth Street SW.
17	Potomac.....	Twelfth Street, between Maryland Avenue and E Street SW.	Miss B. M. Price, 1760 T Street NW.
64	Smallwood, Samuel N.....	I Street, between Third and Four-and-a-half Streets SW.	C. A. Johnson, 2837 Twelfth Street NE.
150	Van Ness.....	Fourth and M Streets SE.....	Miss Lily Buehler, 326 Second Street SE.

## NINTH DIVISION.

Supervising Principal, HOSMER M. JOHNSON.

Office, Cranch School; residence, 1404 Emerson Street NW.

155	Bryan, Thomas B...	Thirteenth and B Streets SE.....	Miss S. A. Langley, 311 Sixth Street SE.
96	Buchanan, James...	E Street, between Thirteenth and Fourteenth Streets SE.	Miss M. R. McCauslen, 710 East Capitol Street.
111	Congress Heights...	Congress Heights.....	Miss O. A. Ebert, 808 Nineteenth Street NW.
137	Cranch, William.....	Twelfth and G Streets SE.....	Miss A. E. Loomis, 905 O Street NW
149	Ketcham, J. H.....	Adams Road, between Jackson and Harrison Roads.	Miss G. A. Phillips, The Onondago 149 R Street NE.
67	Lenox, Walter.....	Fifth Street, between G Street and Virginia Avenue SE.	H. F. Lowe, 215 Fifth Street NE.
122	Orr, Benjamin G.....	Twining City.....	Miss C. A. D. Luebker, The Sherman, Fifteenth and L Streets NW.
138	Stanton, Edwin L.....	Hamilton Road, Good Hope, D. C...	Miss C. I. Mathis, 808 A Street SE.
83	Tyler, John.....	Eleventh Street, between G and I Streets SE.	Mrs. M. J. Peabody, 725 Thirteenth Street SE.
87	Van Buren, Martin...	Jefferson Street, Anacostia.....	Mrs. N. B. Crosswell, 1327 Massachusetts Avenue SE.
38	Van Buren, Martin, Annex.	Washington Street, Anacostia.....	(See Van Buren.)

## TENTH DIVISION.

Supervising Principal, JOHN C. NALLE.

Office, Sumner School; residence, 1308 U Street NW.

75	Briggs, Martha B...	E and Twenty-second Streets NW..	Miss E. F. Wilson, 1715 Eighth Street NW.
6	Chain Bridge Road...	Chain Bridge Road.....	C. C. Bannister, 2409 Georgia Avenue NW.
62	Magruder.....	M Street, between Sixteenth and Seventeenth Streets NW.	See Sumner.
.....	Miner, Myrtilla.....	Seventeenth and Church Streets NW.	Miss K. U. Alexander, 1512 Pierce Place NW.
140	Montgomery, Henry P.	Twenty-seventh Street, between I and K Streets NW.	Miss F. S. Bruce, 1911 Eleventh Street NW.
81	Phillips, Wendell...	N Street, between Twenty-seventh and Twenty-eighth Streets NW.	Miss G. F. Smith, 1524 Q Street NW.
139	Reno, Jesse Lee.....	Howard Avenue, Fort Reno.....	Miss M. V. Tibbs, 1740 Fourteenth Street NW.
97	Stevens, Thaddeus..	Twenty-first Street, between K and L Streets NW.	Miss M. E. Gibbs, 1363 Irving Street NW.
19	Sumner, Charles.....	M and Seventeenth Streets NW.....	Miss M. M. Orme, 1522 Pierce Place NW.
89	Wilson, Henry.....	Seventeenth Street, between Euclid Street and Kalorama Road NW.	F. J. Cardozo, 413 U Street NW.
49	Wormley, James, sr..	Prospect Street, between Thirty-third and Thirty-fourth Streets NW.	Miss A. M. Mason, 2218 I Street NW.

## ELEVENTH DIVISION.

Supervising Principal, Miss MARION P. SHADD.

Office, Garnet School; residence, 2110 Fourteenth Street NW.

No. of building.	Name.	Location.	Name of principal.
7	Brightwood.....	Near Rock Creek Ford Road.....	See Military Road.
112	Bruce, Blanche K....	Kenyon Street, between Georgia and Sherman Avenues NW.	M. Grant Lucas, 307 T Street NW.
47	Bunker Hill Road...	Bunker Hill Road.....	G. Smith Wormley, 1732 Eighth Street NW.
30	Cook, John F., sr....	O Street, between Fourth and Fifth Streets NW.	Miss S. C. Lewis, 1450 Corcoran Street NW.
11	Fort Slocum.....	Blair Road.....	J. Parker Gillem, 1620 O Street NW.
34	Garnet, Henry H....	U and Tenth Streets NW.....	Miss M. L. Washington, 1127 Twenty-first Street NW.
76	Garrison, William Lloyd.	Twelfth Street, between R and S Streets NW.	Miss R. A. Boston, 1179 New Hampshire Avenue NW.
132	Langston, John M...	P Street, between North Capitol and First Streets NW.	Miss E. D. Barrier, 1925 Thirteenth Street NW.
8	Military Road.....	Military Road, near Brightwood, D. C.	Miss M. E. Shorter, 1726 Eighth Street NW.
153	Mott, Lucretia.....	Fourth and Trumbull Streets NW..	Miss K. C. Lewis, 2439 Georgia Avenue.
.....	Orphans Home.....	Eighth Street extended.....	Miss N. A. Plummer, Hyattsville, Md.
93	Patterson, James W.	Vermont Avenue, near U Street NW.	A. P. Lewis, 2302 Sixth Street NW.
80	Slater, John F.....	P Street, between North Capitol and First Streets NW.	Miss A. E. Thompson, 217 L Street NW.

## TWELFTH DIVISION.

Supervising Principal, WINFIELD S. MONTGOMERY.

Office, Simmons School; residence, 1912 Eleventh Street NW.

39	Banneker, Benjamin.	Third Street, between K and L Streets NW.	D. I. Renfro, 1718 Sixth Street NW.
91	Burrville.....	Burrville, D. C.....	Miss F. R. Turner, 1810 Fourth Street NW.
152	Deanwood.....	Deanwood, D. C.....	F. L. Cardozo, Deanwood, D. C.
99	Douglass, Frederick.	First and Pierce Streets NW.....	J. C. Payne, 654 L Street NE.
100	Ivy City.....	Ivy City, D. C.....	J. W. Cromwell, 1815 Thirteenth Street NW.
77	Jones, Alfred.....	L and First Streets NW.....	Miss E. A. Chase, 1109 I Street NW.
90	Logan, John A.....	Third and G Streets NE.....	Mrs. M. E. Tucker, 413 B Street SE.
124	Lovejoy, Elijah P...	Twelfth and D Streets NE.....	Miss M. A. Wheeler, 1034 New Jersey Avenue NW.
98	Payne, Daniel A....	Fifteenth and C Streets.....	Miss M. L. Jordan, 1939 Ninth Street NW.
134	Simmons, Abby S...	Pierce Street, between First Street and New Jersey Avenue NW.	Miss L. G. Arnold, 419 Q Street NW.
56	Smothers, Henry....	Benning Road, corner Manning Road NE.	Miss I. Kinner, 1235 Fourth Street NW.
24	Smothers, Henry, Annex.	.....do.....	See Smothers.

## THIRTEENTH DIVISION.

Supervising Principal, JAMES E. WALKER.

Office, Lincoln School; residence, 509 T Street NW.

No. of building.	Name.	Location.	Name of principal.
79	Ambush, Enoch.....	L Street, between Sixth and Seventh Streets SW.	A. V. Shorter, 1726 Eighth Street NW.
78	Bell, George.....	First Street, between B and C Streets SW.	J. E. Syphax, 1937 Thirteenth Street NW.
127	Birney, James G.....	Nicholas Avenue, Hillsdale, D. C...	Miss F. J. Smith, 1524 Pierce Place NW.
74	Birney, James G., Annex.	Rear of Nicholas Avenue.....	See Birney.
109	Bowen, Anthony....	Ninth and E Streets SW.....	Miss J. C. Grant, 1448 Pierce Place NW.
148	Cardozo, Francis L., sr.	I Street, between First and Half Streets SW.	Miss J. E. Page, 2003 Eleventh Street NW.
158	Garfield, James A....	Garfield, D. C.....	H. Wythe Lewis, Garfield, D. C.
63	Giddings, Joshua R..	G Street, between Third and Fourth Streets SE.	Miss L. A. Smith, 507 T Street NW.
18	Lincoln, Abraham....	Second and C Streets SE.....	A. O. Stafford, 1213 S Street NW.
28	Randall, Eliza G.....	First and I Streets SW.....	J. C. Bruce, 215 Sumner Avenue, Anacostia, D. C.
126	Syphax, William....	Half Street, between N and O Streets SW.	Miss A. V. Smith, 2012 Eighth Street NW.

## HIGH SCHOOLS.

43	Central High.....	O Street between Sixth and Seventh Streets NW.	Emory M. Wilson, 1416 S Street, NW
85	Eastern High.....	Seventh Street between Pennsylvania Avenue and C Street SE.	Willard S. Small, 1330 Irving Street NW.
117	Western High.....	Thirty-fifth and T Streets NW.....	Miss E. C. Wescott, The Ontario.
144	Business High.....	Ninth Street and Rhode Island Avenue NW.	Allan Davis, 900 Eleventh Street SE.
82	M Street High.....	M Street between First Street and New Jersey Avenue NW.	E. C. Williams, 1900 Third Street NW.

## WASHINGTON NORMAL SCHOOLS.

Normal School No. 1.....	Benjamin Franklin School, Thirteenth and K Streets NW.	Miss Anne M. Goding, 1419 R Street NW.
Normal School No. 2.....	Charles Sumner School Building, Seventeenth and M Streets NW.	Miss L. E. Moten, 728 Fourth Street NW.

## MANUAL TRAINING SCHOOLS.

130	McKinley, William..	Rhode Island Avenue, corner of Seventh Street NW.	George E. Myers, The Revere, Twelfth and M Streets NW.
123	Armstrong, Samuel H. <sup>1</sup>	P Street between First and Third Streets NW.	W. B. Evans, 1910 Vermont Avenue NW.

<sup>1</sup> Business High department of this school is located in the old Mott School Building, No. 40, Sixth and Trumbull Streets NW.

## HEADS OF DEPARTMENTS OF HIGH SCHOOLS.

Department.	Name.	Office.	Residence.
Latin.....	Miss A. S. Rainey.....	Central High School.....	2005 G Street NW.
English.....	Miss S. E. Simons.....	do.....	1528 Corcoran Street NW.
Mathematics.....	Harry English.....	do.....	2907 P Street NW.
History.....	R. A. Maurer.....	do.....	The St. Lawrence.
Biology.....	W. P. Hay.....	Business High School.....	Kensington, Md.
Business practice.....	Charles Hart.....	do.....	515 B Street NE.
Modern languages.....	A. W. Sranhoofd.....	Eastern High School.....	2015 Hillyer Place NW.
Physics.....	W. A. Hedrick.....	McKinley Manual Training School.	3321 M Street NW.
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English and history.....	Miss H. E. Riggs.....	M Street High School.....	418 T Street NW.
Science.....	N. E. Weatherless.....	do.....	2402 Georgia Avenue NW.
Languages.....	A. H. Glenn.....	do.....	1900 Third Street NW.
Mathematics.....	R. N. Mattingly.....	Armstrong Manual Training School.	2350 E Street NW.

## DIRECTORS OF SPECIAL WORK.

Primary work.....	Miss E. V. Brown.....	Franklin School.....	1357 Euclid Street NW.
Music.....	Miss A. E. Bentley.....	do.....	3400 Prospect Avenue NW.
Drawing.....	Miss Anne M. Wilson.....	Berret School.....	Kensington, Md.
Domestic science.....	Miss E. S. Jacobs.....	607 O Street NW.....	3509 Eleventh Street NW.
Domestic art.....	Mrs. M. W. Cate.....	do.....	217 I Street NW.
Physical training.....	Miss Rebecca Stoneroad.....	Webster School.....	2606 Garfield Street NW.
Kindergartens.....	Miss Catherine R. Watkins.....	Berret School.....	1246 Tenth Street NW.
Night schools.....	B. W. Murch.....	Dennison School.....	627 Florida Avenue.

## ASSISTANT DIRECTORS OF SPECIAL WORK.

Primary work.....	Miss E. F. G. Merritt.....	Garnet School.....	1630 Tenth Street NW.
Music.....	John T. Layton.....	New Mott School.....	1722 Tenth Street NW.
Drawing.....	Thomas W. Hunster.....	M Street High School.....	1476 Irving Street NW.
Manual training.....	O. W. McDonald.....	Cook School.....	
Domestic science.....	Mrs. Julia W. Shaw.....	Armstrong Manual Training School.	Ardwick Md.
Domestic art.....	Miss A. D. Jones.....	Sumner School.....	315 T Street NW.
Physical training.....	Miss A. J. Turner.....	do.....	300 T Street NW.
Kindergartens.....	Miss N. T. Jackson.....	Garnet School.....	318 M Street NW.
Night Schools.....	W. B. Evans.....	Armstrong School.....	1910 Vermont Avenue NW.

## ATTENDANCE OFFICERS.

Chief attendance officer.....	Mrs. Edna K. Bushee.....	Franklin School.....	943 Longfellow Street.
Attendance officer.....	Miss Anna G. Bogan.....	do.....	606 Massachusetts Avenue NW.
Do.....	Mrs. Ida G. Richardson.....	Sumner School.....	309 Eleventh Street NE.

Superintendent of janitors, Hugh F. McQueeney; office, Franklin School; residence, Bladensburg Road; telephone, Lincoln 1581.

Custodian, S. B. Simmons; office, 219 G Street NW.; residence, 1459 Corcoran Street NW. Assistant custodian, Mrs. Ruth B. Parker; office, Franklin School; residence, 3620 Thirteenth Street NW.

## LIBRARIANS AND CLERKS.

Department.	Name.	Office.
Teachers' library.....	Miss Mina Goetz, 3846 Woodley Road.....	Franklin School.
Superintendent's office.....	Miss K. P. Howard, 1811 Wyoming Avenue.	Do.
Assistant superintendent's office.....	Miss M. A. Carroll, 44 S Street NW.	Do.
Office director of intermediate instruction.	Miss A. M. Simonton, 1855 Calvert Street NW.	Do.
Office supervisor of manual training.....	Mrs. F. C. Baldwin, The Sherman.....	Do.
Custodian's office.....	Mrs. I. Simmons, 1459 Corcoran Street NW.	219 G Street NW.
Secretary's office.....	Mrs. Ellen Wisener, 255 N Street NW.	Franklin School.
Teachers' library.....	Mrs. Irene E. Weaver, 1328 V Street NW.	Sumner School.
Assistant superintendent's office.....	J. Moria Saunders, Tenley, D. C.	Franklin School.

## REPORT OF SUPERINTENDENT STUART.

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*To the Board of Education of the District of Columbia.*

LADIES AND GENTLEMEN: I have the honor to submit in connection with a few recommendations affecting the work of the schools under my supervision, full and instructive reports from the various heads of departments of the schools for the year ending June 30, 1910.

As was the case a year ago, the physical welfare of the child is still the most important topic for discussion and the one demanding the earnest thought of those in charge of public education.

### LECTURES ON HYGIENE.

I was glad to accept the proposal of the Society for the Prevention of Tuberculosis to send a lecturer into the schools for the purpose of briefly instructing the children in the various grades upon questions of fresh air, ventilation, cleanliness, rest, exercise, and proper food. The lectures occupied in no one class more than 15 minutes, and proved so successful that I was glad to acknowledge to the society the benefits the schools have derived from them.

The report rendered by the lecturer at the close of the year's services showed that she had delivered 314 talks to the pupils of the white schools and 112 to those of the colored schools, and that the whole number of pupils receiving the advantage of this instruction was 1,879 in the white schools and 4,166 in the colored schools.

The outline used for these talks was as follows:

#### TUBERCULOSIS.

##### I.

- (a) What is tuberculosis?
- (b) Cause?
- (c) How tuberculosis is communicated from one person to another.
- (d) When it is dangerous to live with a person suffering with tuberculosis.
- (e) When it is not dangerous to live with a person suffering with tuberculosis.

##### II.

- (a) The relation of good personal hygiene to a healthy body and to the prevention of disease.
- (b) What is personal hygiene?

## (c) Six principal divisions:

1. Fresh air and sunshine.  
In our living rooms.  
In our sleeping rooms.
2. Proper food.  
Regularity in eating.
3. Bodily cleanliness.  
Care of skin.  
Care of hair.  
Care of hands.  
Care of mouth and teeth.
4. Exercise.
5. Position.  
Its relation to perfect chest development.
6. Rest.

## SCHOOL NURSE.

The board has repeatedly urged upon Congress in its estimates the appointment of a number of school nurses to supplement the excellent work already done in medical inspection. So far our request has not been complied with, as the congressional committees have not yet been fully convinced of the great importance of the work of the school nurse. Fortunately the Society of Visiting Nurses was generous enough to detail one of their nurses to spend a number of months in one of our school divisions by way of experiment to demonstrate the value of the work and the necessity of the employment of such auxiliaries to the medical inspectors and the teachers. This experiment was made in the schools of the sixth division during the months from December, 1909, to June, 1910. One thousand five hundred and thirty pupils were visited, 102 inspected at their homes, and numerous cases of diseases common to school life were reported to the family physicians, and in over 200 cases pupils were sent to dispensaries for treatment. The schools are greatly indebted to this society for the services of their expert nurse, and nothing has been more clearly demonstrated than the need of such a nurse in every one of the school divisions. As an indication of the usefulness of the school nurse, a report under date of 1909 shows that in the city of Boston there were 35 nurses employed under the department of hygiene in the public schools.

## EXAMINATION OF THE TEETH OF PUPILS.

In the spring of 1910 an examination of the teeth of pupils was made under the auspices of the three dental societies of the District of Columbia who were desirous of obtaining data as to the condition of the children's mouths, which would be valuable as an argument for the employment of dental inspectors in the public schools.

The experiment was made in four of the white schools and two of the colored schools and also in several of the atypical classes. The

results were such as to warrant the inclusion in the estimates of a recommendation for the appointment of two dental inspectors to supplement in a special way the work of the medical inspectors. The following table will be of interest as indicating the pressing need not only for stated and authorized examinations of the teeth of the children, but also for organized instruction on the part of the teacher in oral hygiene. Following the report I called the attention of the teachers of the elementary schools to the disclosures made by the examination, and directed them to give special attention to instruction in care of the teeth, and particularly in the use of the toothbrush among the smaller children.

*Report of an examination of the teeth of pupils made by the Washington dental societies.*

	White.	Colored.	Total.
Number of pupils examined.....	1,622	906	2,528
Condition of gums:			
Good.....	1,118	558	1,676
Fair.....	339	149	488
Bad.....	163	199	364
Mouth breather:			
Yes.....	264	272	536
No.....	1,358	634	1,992
Use of toothbrush:			
Yes.....	862	299	1,161
No.....	760	607	1,367
Teeth filled:			
Temporary.....	79	4	83
Permanent.....	227	16	243
No.....	1,553	872	2,425
Cavities:			
Temporary.....	771	328	1,099
Permanent.....	1,074	563	1,637
No.....	169	172	341
Malocclusion:			
Yes.....	231	351	682
No.....	1,291	555	1,846
Abscess:			
Yes.....	116	15	131
No.....	1,506	891	2,397
Teeth requiring extraction:			
Yes.....	643	577	1,220
No.....	979	329	1,308
Condition of sixth-year molar:			
Good.....	1,234	550	1,794
Bad.....	719	523	1,242
Missing.....	159	31	190

The examination of the teeth of pupils is a form of medical inspection which has been long prevalent in many communities, and is at this time attracting universal attention among those who recognize that the mental and moral growth of the child is dependent, in large measure, upon his physical condition.

An article in a recent number of an educational journal says:

The great English physician, Dr. Osler, recently said more physical deterioration was caused by bad teeth than by alcohol. The figures just published by Supt. W. H. Maxwell, of New York City, show that among the 320,000 children examined last year 184,000 were found to have defective teeth.

The investigation conducted by the department of child hygiene of the Sage Foundation shows that children having defective teeth take half a year longer to complete the elementary school course than do the children having sound teeth.

Until the present force of medical inspectors is enlarged to include dental examiners, we can not hope for the results which have been attained in other cities, but the experiment suggested by the dental associations, and undertaken by them, will go far toward awakening the public mind to the importance of systematic work in this long-neglected field. The dental societies made what they termed a mirror examination as distinguished from an exploratory one, the pupils being examined one at a time in a room apart from the school-room, and a careful record made of each case.

#### SCHOOL LUNCHES.

For the purpose of securing data upon which to base recommendations for some provision for and control of school lunches, I asked the principal of each high school to make a written report of the plan pursued in his school for conducting school lunches, and also sent to the principals of the graded schools the following inquiries:

Enrollment November 1, 1909.

How many pupils habitually go home to lunch?

How many pupils bring lunches from home?

How many pupils habitually buy lunches at or near the school?

How many pupils habitually buy cake, candy, fruit, or other edibles at recesses, in addition to their regular lunch?

Number of places in immediate vicinity of school where edibles are bought by children.

Do pushcart men or other venders habitually visit your building at recess?

What edibles are sold to pupils in places in immediate vicinity of school?

The reports showed that in two of the high schools the lunches were organized and conducted by the school authorities. These were the Western High School and the Armstrong Manual Training School.

The replies to the questions asked were full of interest. Of 30,373 pupils in the elementary schools, not including half-day classes where the question of lunch is not a factor, it was found that 23,782 habitually go home to lunch at the noon hour; 4,253 bring lunch from home to be eaten at school; 979 neither go home nor bring lunch, but buy it at or near the school. It is shown by these reports that about 78 per cent of the pupils have the habit of going to their homes at the noon hour for lunch, and about 14 per cent bring their lunches from home. Nearly a thousand pupils, or about 3 per cent, habitually buy lunches at or near the school.

An interesting fact in connection with the purchase of edibles by children is that 9,990 of these graded school children in the whole day schools habitually buy various things to eat at little shops in the neighborhood of the school buildings. The number of such places

is reported to be 695. At 28 schools pushcart men or other venders make regular visits.

It is also an interesting fact that there is a small number of children who, for one reason or another neither bring nor buy a lunch, that is to say they eat no lunch. No doubt some of these are cases where the pupil is from a well-to-do home, and prefers to play rather than to eat, the absence of lunch being caused by neglect on his part.

I am not prepared on so cursory an inquiry and with so little opportunity to confer with the teachers, to make specific recommendations covering the whole question, but I think, however, that it is a gratifying condition of things to find that 78 per cent of our graded school children get their lunches at home. In my opinion nothing should be done to tempt children away from the wholesome habit of returning to their homes at the noon hour when it is convenient to do so, and thereby coming in touch with the family life, rather than spending the entire hour in unsupervised play or in wandering about the streets.

Before any radical measures are taken to provide lunches in the various graded school buildings, thought should be given to the fact that there are nearly 700 keepers of small shops whose livelihood depends upon the custom of the school children, and our efforts should be directed to controlling the selection of such edibles by the children and training them in hygienic habits of eating rather than establishing in the schools our own lunch counters, unless there exists a greater demand than seems to exist at this time. There is an educational work to be done on the part of the teachers and principals for the 14 per cent who habitually eat their lunches at school. I am glad to note that it is not unusual among our principals to allow the children the use of the schoolroom so that they may eat their luncheon to better advantage than when seated upon the steps or a curbstone.

I did not go into the question of children who come to school without their breakfasts. This is an inquiry which can be pursued later.

I am clear in my opinion, so far as the high schools are concerned, where there is a short intermission, that every school should have its own provision for a hygienic luncheon, and this should be controlled by the school authorities rather than given out by contract to a caterer.

#### CHANGES IN THE TIME SCHEDULE.

With a view of making some desired improvements in the time schedule under which the teachers in the graded schools had been working since 1906, I invited suggestions from the school officers and the Principals' Association with the result that certain amendments

were made for the purpose of correcting the inflexibility of the old time schedule which, it was asserted, acted as a bar to the spontaneity of the teacher. The changes made allowed the class teacher a degree of discretion which he had not been permitted to exercise before, and provided that teachers in the higher grades might for a limited time devote 30 minutes more than the assigned time to arithmetic, history or grammar, and composition, such excess of time to be deducted from some other less important subject.

This change and others were fully in accord with the desires of the teachers and have had the effect of remedying the defects that previously existed in the time schedule, and bound the teachers in an embarrassing way to a program which, in some instances, was not well adapted to the peculiar condition of the class.

At the time this revision was made in the school program a study of the proportionate allotment of school time to various subjects in other cities developed the fact that Washington is giving a due share of attention to what are considered to be the essential studies. Especially is this true of spelling, reading and arithmetic.

#### CERTIFICATES OF GRADUATION FROM THE EIGHTH GRADE.

In February, 1910, the pupils who had completed the course in the elementary schools were awarded a certificate of graduation which entitled them to admission to the respective high schools. While these certificates thus became a necessary passport to the high schools, in the event that the pupil should be prevented from further school attendance they were of distinct value to him as an official and deserved recognition of the successful completion of the work he had done in the elementary schools.

The award of these certificates since then has been an event of pride and interest in the minds of both pupils and parents, and the exercises connected with their distribution have attracted large audiences of interested friends and served to bring the schools in closer touch with their patrons.

#### THE NORMAL SCHOOLS.

The practice which prevailed previous to 1906 of selecting the entrants to the normal schools from the graduating classes in the high schools by an oral and written examination was abandoned by action of the present board of education, and the doors of these schools thrown open to every one holding a diploma of any Washington high school.

The result of this change in the method of admission was to largely increase the number of students in the normal schools, so that at the end of the current year the number of graduates will no doubt be

far in excess of the opportunities for employment in the local public schools. Up to the present time every graduate of the white normal school received an appointment, either during the year following graduation or shortly thereafter. In the colored normal school, however, this favorable condition has not existed, and there are numbers of former graduating classes unprovided with schools.

Should the disproportion between the number of graduates and the chances for obtaining places increase, it may be necessary to consider a return to the examination method of admission.

The appropriation of \$257,400 for a new building for Normal School No. 1 and of \$40,000 for a site for Normal School No. 2 gives promise of the speedy removal of the discouraging physical condition under which these schools have labored since their organization.

I invite attention to the statistical tables and interesting reports of the various school officials.

Very respectfully,

A. T. STUART,  
*Superintendent of Schools.*

#### STATISTICS.

Pupils enrolled:

First nine divisions..... 38, 071  
Tenth, eleventh, twelfth, and thirteenth divisions..... 18, 065

Total..... 56, 136

White pupils (male, 18,873; female, 19,198)..... 38, 071

Colored pupils (male, 8,087; female, 9,978)..... 18, 065

Total..... 56, 136

Male pupils (white, 18,873; colored, 8,087)..... 26, 960

Female pupils (white, 19,198; colored, 9,978)..... 29, 176

Total..... 56, 136

	Male.	Female.	Total.
Pupils in—			
Kindergartens.....	1, 488	1, 503	2, 991
Elementary schools.....	22, 627	23, 863	46, 490
Secondary schools.....	2, 531	3, 389	5, 920
Normal schools.....	14	348	362
Ungraded schools.....	300	73	373
Total.....	26, 960	29, 176	56, 136

## PER CENT OF TEACHERS.

The per cent of all teachers was: White—male, 5.40; female, 62.18; total, 67.58. Colored—male, 6.71; female, 25.71; total, 32.42.

	White.			Colored.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Kindergarten.....		5.11	5.11		2.61	2.61		7.72	7.72
Elementary.....	0.54	42.99	43.53	2.97	18.76	21.73	3.51	61.75	65.26
Secondary.....	3.97	7.73	11.70	2.55	1.72	4.27	6.52	9.45	15.97
Normal.....		1.18	1.18	.12	.54	.66	.12	1.72	1.84
Ungraded.....		.89	.89	.18	.30	.48	.18	1.19	1.37
Special.....	.89	4.28	5.17	.89	1.78	2.67	1.78	6.06	7.84
Total.....	5.40	62.18	67.58	6.71	25.71	32.42	12.11	87.89	100.00

The per cent of white teachers was: Male, 8; female, 92; distributed as follows:

	Male.	Female.	Total.
Kindergarten.....		7.55	7.55
Elementary.....	0.79	63.61	64.40
Secondary.....	5.89	11.43	17.32
Normal.....		1.78	1.78
Ungraded.....		1.31	1.31
Special.....	1.32	6.32	7.64
Total.....	8.00	92.00	100.00

The per cent of colored teachers was: Male, 20.70; female, 79.30; distributed as follows:

	Male.	Female.	Total.
Kindergarten.....		8.06	8.06
Elementary.....	9.16	57.88	67.04
Secondary.....	7.88	5.31	13.19
Normal.....	.36	1.65	2.01
Ungraded.....	.55	.92	1.47
Special.....	2.75	5.48	8.23
Total.....	20.70	79.30	100.00

## ENROLLMENT.

The number of pupils enrolled was 56,136—38,071 white and 18,065 colored. This shows an increase of 1,344, or 2.45 per cent, over the previous year.

The average enrollment was 47,442, or 1.04 per cent, above that of the previous year.

The average number of pupils in daily attendance was 44,627.

There were employed 1,684 teachers, as follows:

	Male.	Female.	Total.
First nine divisions.....	91	1,047	1,138
Tenth-thirteenth divisions.....	113	433	546
Total.....	204	1,480	1,684
White teachers.....	91	1,047	1,138
Colored teachers.....	113	433	546
Total.....	204	1,480	1,684

Teachers were distributed as follows:

	White.			Colored.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Kindergarten.....		86	86		44	44		130	130
Elementary.....	9	724	733	50	316	366	59	1,040	1,099
Secondary.....	67	130	197	43	29	72	110	159	269
Normal.....		20	20	2	9	11	2	29	31
Ungraded.....		15	15	3	5	8	3	20	23
Special.....	15	72	87	15	30	45	30	102	132
Total.....	91	1,047	1,138	113	433	546	204	1,480	1,684

The day schools cost—

Officers <sup>1</sup> .....	\$58,363.17
Teachers <sup>2</sup> .....	1,514,056.41
Janitors and care of buildings and grounds.....	106,581.75
Clerks and librarians.....	14,304.65
Medical inspectors.....	5,977.77
Custodian of textbooks and assistant.....	1,780.01
Fuel, gas, and electric light.....	89,048.98
Textbooks and supplies for the first eight grades.....	63,160.71
Rent of buildings and rented rooms.....	19,906.00
Rent, equipment, and care for temporary rooms to provide for increased enrollment under compulsory-education act.....	14,487.54
Furniture for new school buildings.....	25,622.25
Industrial instruction, including manual training, domestic science, and domestic art.....	19,949.20
Contingent expenses.....	47,425.97
Kindergarten supplies.....	2,495.02
Apparatus for physics department.....	3,999.62
Extension of telephone system.....	364.43
Purchase of pianos.....	1,500.00
Purchase of United States flags.....	799.40
Maintenance of school gardens.....	1,188.18
Equipment of playgrounds.....	750.00
Maintenance of playgrounds.....	894.40
Repairs and improvements to school buildings and grounds and repairing and renewing heating apparatus, etc.....	74,853.57

<sup>1</sup> Includes office of the board of education, superintendent, assistant superintendents, director of intermediate instruction, supervisor of manual training, supervising principals, and attendance officers.

<sup>2</sup> Includes all principals, directors, and assistant directors.

Repairs to buildings and fire protection.....	\$59,965.14
Repairs to and changes in plumbing.....	49,262.99
Portable schools, purchase, erection, and maintenance of.....	8,751.59
New buildings and grounds.....	541,141.42

Total..... 2,726,630.17

The night schools cost—

Salaries of supervising officers.....	\$651.50
Salaries of teachers.....	13,809.50
Salaries of janitors.....	2,537.75
Contingent expenses.....	2,366.72

Total..... 19,365.47

Grand total..... <sup>1</sup> 2,745,995.64

There were enrolled in the night schools 4,274 pupils, of whom 2,315 were white and 1,959 colored, who were taught by 121 teachers including director and assistant director, 68 white and 53 colored. There were 53 male teachers, 26 white and 27 colored; 66 female teachers, 41 white and 25 colored; and 2 male directors, 1 director, white, and 1 assistant director, colored.

The night schools cost—

	White.	Colored.	Total.
<b>Supervisors:</b>			
Director.....	\$350.00		\$350.00
Assistant director.....		\$301.50	301.50
Total.....	350.00	301.50	651.50
<b>Teachers:</b>			
Elementary.....	4,759.50	4,717.00	9,476.50
Secondary.....	1,629.00	2,248.00	3,877.00
Special.....	456.00		456.00
Total.....	6,844.50	6,965.00	13,809.50
<b>Janitors:</b>			
Elementary.....	626.75	713.50	1,340.25
Secondary.....	504.00	519.50	1,083.50
Special.....	114.00		114.00
Total.....	1,304.75	1,233.00	2,537.75
<b>Contingent expenses:</b>			
Elementary.....	963.66	505.75	1,469.41
Secondary.....	23.94	739.99	766.93
Special.....	130.38		130.38
Total.....	1,120.98	1,245.74	2,366.72
Grand total.....	9,620.23	9,745.24	19,365.47

<sup>1</sup> Includes contractual obligations.

## Enrollment, attendance, and teachers in the night schools:

	White.	Colored.	Total.
Whole enrollment:			
Elementary.....	1,267	1,329	2,596
Secondary.....	811	630	1,441
Special.....	237		237
Total.....	2,315	1,959	4,274
Average enrollment:			
Elementary.....	527	972	1,499
Secondary.....	449	420	869
Special.....	84		84
Total.....	1,060	1,392	2,452
Average attendance:			
Elementary.....	400	819	1,219
Secondary.....	330	332	662
Special.....	63		63
Total.....	793	1,151	1,944
Percentage of attendance:			
Elementary.....	75.8	84.3	81.1
Secondary.....	73.1	79.0	76.1
Special.....	76.7		76.7
Total.....	74.8	82.6	79.3
Supervisors:			
Director.....	1		1
Assistant director.....		1	1
Total.....	1	1	2
Teachers:			
Elementary.....	33	36	69
Secondary.....	29	16	45
Special.....	5		5
Total.....	67	52	119
Total teachers and supervisors.....	68	53	121

The night schools were taught in buildings used for day schools, and were in session 62 nights.

Schools.	Whole enrollment.			Average enrollment.	Average attendance.	Per cent of attendance.	Nights open.	Teachers.		
	Male.	Female.	Total.					Male.	Female.	Total.
Supervisors:										
Director.....								1		1
Assistant director.....								1		1
Total.....								2		2
ELEMENTARY.										
White:										
Franklin.....	480	151	631	236	175	73.9	71	3	11	14
Gales.....	169	44	213	112	88	79.1	67	1	5	6
Jefferson.....	192	41	233	112	88	78.3	67	2	6	8
Wallach.....	150	40	190	67	49	73.4	67	2	3	5
Total.....	991	276	1,267	527	400	75.8	68.7	8	25	33
Colored:										
Birney.....	48	48	96	70	55	76.0	60	2	1	3
Garfield.....	25	32	57	44	33	73.4	42	1		1
Garnet <sup>1</sup> .....	165	195	360	304	273	89.2	67	3	7	10
Lovejoy.....	84	50	134	93	78	84.2	60	3		3
Phillips.....	22	64	86	73	61	82.7	60	2	1	3
Randall <sup>2</sup> .....	107	153	260	191	156	81.5	60	7	1	8
Stevens <sup>2</sup> .....	146	190	336	197	163	82.4	60	2	6	8
Total.....	597	732	1,329	972	819	84.3	61.6	20	16	36
Total.....	1,588	1,008	2,596	1,499	1,219	81.1	63.9	28	41	69

Schools.	Whole enrollment.			Average enrollment.	Average attendance.	Per cent of attendance.	Nights open.	Teachers.		
	Male.	Female.	Total.					Male.	Female.	Total.
SECONDARY.										
White:										
Business High School.	271	107	378	219	175	76.6	71	5	6	11
McKinley Manual Training School.....	261	172	433	230	155	67.1	41	13	5	18
Total.....	532	279	811	449	330	73.1	56.9	18	11	29
Colored:										
Armstrong <sup>2</sup> .....	97	358	455	312	248	79.4	67	3	9	12
Mott Business High School.....	113	62	175	108	84	77.7	59	4	.....	4
Total.....	210	420	630	420	332	79.0	65.0	7	9	16
Total.....	742	699	1,441	869	662	76.1	61.0	25	20	45
SPECIAL.										
White:										
3224 11th St. NW.....		35	35	19	13	68.8	26	.....	1	1
212 H St. NW.....		63	63	15	12	80.8	69	.....	1	1
1338 H St. NE.....		43	43	24	16	69.4	20	.....	1	1
646 Massachusetts Ave. NE.....										
		57	57	17	13	74.8	45	.....	1	1
605 P St. NW.....		39	39	10	9	83.0	68	.....	1	1
Total.....		237	237	84	63	76.7	42.8	.....	5	5
Grand total.....	2,330	1,944	4,274	2,452	1,944	79.3	62.2	55	66	121

<sup>1</sup> Including domestic art.<sup>2</sup> Including manual training, domestic science, and domestic art.

The relative number of pupils enrolled in the different groups of schools is shown by the following:

	White.	Colored.
Kindergarten.....	1,913	1,078
Elementary:		
Primary.....	17,181	10,232
Grammar.....	14,046	5,031
Secondary:		
Academic high.....	2,249	734
Business high.....	1,145	1,124
Manual training high.....	1,070	598
Normal.....	213	149
Ungraded.....	254	119
Total.....	38,071	18,065
Per cent of the whole enrollment.....	67.82	32.18

<sup>1</sup> Part of Armstrong Manual Training School.

The day schools were in session 181 days.

TABLE I.—Attendance and cost of white and colored schools.

	White.	Colored.	Total.
<b>Whole enrollment:</b>			
Kindergarten.....	1,913	1,078	2,991
Elementary.....	31,227	15,263	46,490
Secondary.....	4,464	1,456	5,920
Normal.....	213	149	362
Ungraded.....	254	119	373
Total.....	38,071	18,065	56,136
Increase for the year.....	982	362	1,344
Per cent of increase.....	2.64	2.04	2.43
<b>Average enrollment:</b>			
Kindergarten.....	1,321	767	2,088
Elementary.....	26,947	12,898	39,845
Secondary.....	3,712	1,218	4,930
Normal.....	200	139	339
Ungraded.....	156	84	240
Total.....	32,336	15,106	47,442
Increase for the year.....	351	140	491
Per cent of increase.....	1.09	.92	1.04
<b>Average attendance:</b>			
Kindergarten.....	1,168	703	1,871
Elementary.....	25,213	12,294	37,507
Secondary.....	3,544	1,153	4,697
Normal.....	197	134	331
Ungraded.....	143	78	221
Total.....	30,265	14,362	44,627
Increase for the year.....	445	264	709
Per cent of increase.....	1.49	1.87	1.61
<b>Whole enrollment:</b>			
Boys.....	18,873	8,087	26,960
Girls.....	19,198	9,978	29,176
Total.....	38,071	18,065	56,136
In night schools.....	2,386	1,984	4,370
Grand total.....	40,457	20,049	60,506
<b>School buildings:<sup>1</sup></b>			
Kindergarten—			
Permanent.....	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )
Rented.....	1	3	4
Total.....	1	3	4
Elementary—			
Permanent <sup>3</sup> .....	90	46	136
Portable.....	9	5	14
Rented.....	2	4	6
Total.....	101	55	156
Secondary—			
Permanent.....	5	2	7
Portable.....		3	3
Rented.....	2		2
Total.....	7	5	12
Normal—			
Permanent.....	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )
Ungraded—			
Permanent.....		1	1
Rented.....	6	1	7
Total.....	6	2	8
Grand total.....	115	65	180

<sup>1</sup> Not including repair shop, storeroom, abandoned buildings, and those razed to the ground.<sup>2</sup> Housed in elementary school buildings. Buildings counted among buildings for elementary schools.<sup>3</sup> Including Industrial Home and Orphans' Home not owned by the District of Columbia.

TABLE I.—Attendance and cost of white and colored schools—Continued.

	White.	Colored.	Total.
Schoolrooms: <sup>1</sup>			
Kindergarten—			
Permanent.....	2 41	18	3 59
Rented.....	3	4	7
Total.....	44	22	66
Elementary—			
Permanent.....	659	294	953
Portable.....	9	5	14
Rented.....	4	12	16
Total.....	672	311	983
Secondary—			
Permanent.....	98	26	124
Portable.....		3	3
Rented.....	5		5
Total.....	103	29	132
Normal—			
Permanent.....	6	5	3 11
Ungraded—			
Permanent.....	2 2	4 7	3 9
Rented.....	10	1	11
Total.....	12	8	20
Grand total.....	837	375	1,212
Session rooms.....	737	338	1,075
Number of teachers:			
Male.....	91	113	204
Female.....	1,047	433	1,480
Total.....	1,138	546	1,684
Night schools.....	68	53	121
Grand total.....	1,206	599	1,805
Cost of tuition per pupil, including supervision, based on the average enrollment.....	\$33.35	\$31.97	\$32.91
Cost per pupil for all expenses, except repairs and permanent improvements, based on the average enrollment.....			42.00

<sup>1</sup> Not including repair shop, storeroom, abandoned buildings.<sup>2</sup> One basement room.<sup>3</sup> Rooms in elementary school buildings.<sup>4</sup> Two basement rooms.

TABLE II.—Whole enrollment of pupils in the several kinds and grades of schools in the District of Columbia for the school year ending June 30, 1910.

	White.	Colored.	Total.
Kindergarten.....	1,913	1,078	2,991
Elementary:			
Primary—			
First grade.....	4,952	3,313	8,265
Second grade.....	3,980	2,420	6,400
Third grade.....	4,011	2,370	6,381
Fourth grade.....	4,238	2,129	6,367
Total.....	17,181	10,232	27,413
Grammar—			
Fifth grade.....	4,251	1,687	5,938
Sixth grade.....	3,788	1,398	5,186
Seventh grade.....	3,228	1,069	4,297
Eighth grade.....	2,779	877	3,656
Total.....	14,046	5,031	19,077
Secondary:			
Academic high—			
First year.....	767	282	1,049
Second year.....	640	230	870
Third year.....	496	123	619
Fourth year.....	346	99	445
Total.....	2,249	734	2,983
Business high—			
First year.....	730	74	804
Second year.....	362	31	393
Third year.....	38	10	48
Fourth year.....	15	9	24
Total.....	1,145	114	1,269
Manual training high—			
First year.....	540	284	824
Second year.....	286	168	454
Third year.....	160	87	247
Fourth year.....	84	59	143
Total.....	1,070	598	1,668
Normal:			
First year.....	107	101	208
Second year.....	106	48	154
Total.....	213	149	362
Ungraded.....	254	119	373
Grand total.....	38,071	18,065	56,136

<sup>1</sup> Part of Armstrong Manual Training School in old Mott School (business department).

TABLE III.—*Whole enrollment of pupils, white and colored, boys and girls, in the District of Columbia, by grades, for the school year ending June 30, 1910.*

	Boys.	Girls.	Total.	Per cent.
Kindergarten.....	1,488	1,503	2,991	5.33
Elementary:				
First grade.....	4,297	3,968	8,265	14.72
Second grade.....	3,324	3,076	6,400	11.40
Third grade.....	3,157	3,224	6,381	11.37
Fourth grade.....	3,101	3,266	6,367	11.34
Fifth grade.....	2,889	3,049	5,938	10.58
Sixth grade.....	2,431	2,755	5,186	9.24
Seventh grade.....	1,882	2,415	4,297	7.66
Eighth grade.....	1,546	2,110	3,656	6.51
Secondary:				
First year.....	1,169	1,508	2,677	4.77
Second year.....	705	1,012	1,717	3.06
Third year.....	404	510	914	1.63
Fourth year.....	253	359	612	1.09
Normal:				
First year.....	8	200	208	.37
Second year.....	6	148	154	.27
Ungraded.....	300	73	373	.66
Total.....	26,960	29,176	56,136	100.00
SUMMARY.				
Kindergarten.....	1,488	1,503	2,991	5.33
Elementary.....	22,627	23,863	46,490	82.82
Secondary.....	2,531	3,389	5,920	10.55
Normal.....	14	348	362	.64
Ungraded.....	300	73	373	.66
Total.....	26,960	29,176	56,136	100.00

The whole number of schools below the high school was as follows:

Grades.	White.	Colored.	Total.
Kindergarten.....	44	22	66
Elementary:			
Primary—			
First grade.....	105	73	178
Second grade.....	108	62	170
Third grade.....	95	59	154
Fourth grade.....	105	51	156
Total.....	413	245	658
Grammar—			
Fifth grade.....	93	40	133
Sixth grade.....	91	32	123
Seventh grade.....	75	29	104
Eighth grade.....	77	25	102
Total.....	336	126	462
Ungraded.....	12	8	20
Grand total.....	805	401	1,206
Whole-day schools.....	547	238	785
Enforced half-day schools.....	1 114	113	232
Not enforced half-day schools.....	102	23	125
Kindergarten.....	1 42	22	64
Grand total.....	805	401	1,206

<sup>1</sup> Includes 2 kindergartens which occupy rooms with first-grade schools.

Number of enforced half-day schools above the second grade:  
White, 1; colored, 6.

*Half-day schools in the District of Columbia.*

	Half-day schools.		Grades of half-day schools, 1910.				Number above second grade, 1910.
	1910	1909	Kinder- garten.	First.	Second.	Third.	
First division.....	12	14	1	5	6		
Second division.....	8	10		4	4		
Third division.....	12	10		6	6		
Fourth division.....	10	14		6	4		
Fifth division.....	8	2		3	5		
Sixth division.....	14	16	1	6	7		
Seventh division.....	18	22		10	8		
Eighth division.....	22	20		12	9	1	1
Ninth division.....	10	10		5	5		
Ungraded schools, divisions 1-9.....							
Tenth division.....	30	26		16	13	1	1
Eleventh division.....	28	26		17	10	1	1
Twelfth division.....	26	28		14	11	1	1
Thirteenth division.....	34	34		19	12	3	3
Ungraded schools, divisions 10-13.....							
Total.....	232	232	2	123	100	7	7

NOTE.—Includes kindergartens which occupy rooms with first-grade schools.

The average number of pupils to the school, based on the whole enrollment, was as follows:

	White.	Colored.	Total.
Kindergarten.....	43.4	49.0	45.3
Elementary:			
Primary—			
First grade.....	47.1	45.2	46.4
Second grade.....	36.8	39.0	37.6
Third grade.....	42.2	40.1	41.4
Fourth grade.....	40.3	41.7	40.8
Grammar—			
Fifth grade.....	45.7	40.2	44.6
Sixth grade.....	41.6	43.6	42.1
Seventh grade.....	43.0	36.8	41.3
Eighth grade.....	36.0	35.0	35.8
Secondary:			
Academic high <sup>1</sup> .....	22.4	21.5	22.2
Business high <sup>1</sup> .....	26.0	24.8	25.8
Manual training <sup>1</sup> .....	22.2	19.2	21.1
Normal <sup>1</sup> .....	11.2	14.9	12.9
Ungraded.....	21.1	14.8	18.6

<sup>1</sup> To the teacher, excluding principal.

One thousand six hundred and eighty-four teachers were employed, as follows:<sup>1</sup>

	White.			Colored.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Kindergarten.....		86	86		44	44		130	130
Elementary:									
Primary—									
First grade.....		100	100	3	68	71	3	168	171
Second grade.....		103	103	9	51	60	9	154	163
Third grade.....		92	92	12	46	58	12	138	150
Fourth grade.....		102	102	5	46	51	5	148	153
Total.....		397	397	29	211	240	29	608	637
Grammar—									
Fifth grade.....		93	93	6	34	40	6	127	133
Sixth grade.....	2	89	91	4	28	32	6	117	123
Seventh grade.....		75	75	3	26	29	3	101	104
Eighth grade.....	7	70	77	8	17	25	15	87	102
Total.....	9	327	336	21	105	126	30	432	462
Secondary:									
Academic high.....	31	72	103	20	15	35	51	87	138
Business high.....	14	31	45	4	1	5	18	32	50
Manual training high.....	22	27	49	19	13	32	41	40	81
Total.....	67	130	197	43	29	72	110	159	269
Normal.....		20	20	2	9	11	2	29	31
Ungraded.....		15	15	3	5	8	3	20	23
Special:									
Director of primary instruction.....		1	1					1	1
Assistant director of primary instruction.....					1	1		1	1
Assistants in primary instruction.....		1	1		1	1		2	2
Music.....		11	11	2	5	7	2	16	18
Drawing.....		9	9	6		6	6	9	15
Physical training.....		9	9		4	4		13	13
Manual training.....	15		15	7		7	22		22
Domestic science.....		18	18		8	8		26	26
Domestic art.....		23	23		11	11		34	34
Total.....	15	72	87	15	30	45	30	102	132
Grand total.....	91	1,047	1,138	113	433	546	204	1,480	1,684

<sup>1</sup> Includes all principals, heads of departments, directors, and assistant directors.

The cost of the office of the board of education, supervision, and teaching was as follows:

	White.	Colored.	Total.
Office of the board of education:			
1 secretary.....	\$2,000.00		\$2,000.00
1 clerk.....		\$1,400.00	1,400.00
2 clerks.....	2,000.00		2,000.00
1 clerk.....	897.50		897.50
2 stenographers.....	1,645.67		1,645.67
1 messenger.....		720.00	720.00
Total.....	6,543.17	2,120.00	8,663.17
Cost per pupil (estimated on average enrollment).....	.20	.14	.18
2 attendance officers.....	1,500.00		1,500.00
1 attendance officer.....		600.00	600.00
Total.....	1,500.00	600.00	2,100.00
Cost per pupil (estimated on average enrollment).....	.04	.04	.04
Supervision:			
1 superintendent.....	5,000.00		5,000.00
1 assistant superintendent.....	3,000.00		3,000.00
1 assistant superintendent.....		3,000.00	3,000.00
1 director of intermediate instruction.....	2,500.00		2,500.00
1 supervisor of manual training.....	2,500.00		2,500.00
9 supervising principals.....	21,900.00		21,900.00
4 supervising principals.....		9,700.00	9,700.00
1 principal of normal school.....	2,300.00		2,300.00
1 principal of normal school.....		2,300.00	2,300.00
3 principals of academic high schools.....	6,900.00		6,900.00
1 principal of academic high school.....		2,000.00	2,000.00
1 principal of business high school.....	2,300.00		2,300.00
1 principal of manual training high school.....	2,300.00		2,300.00
1 principal of manual training high school.....		2,300.00	2,300.00
1 director of drawing.....	1,700.00		1,700.00
1 assistant director of drawing.....		1,450.00	1,450.00
1 director of music.....	1,800.00		1,800.00
1 assistant director of music.....		1,450.00	1,450.00
1 director of physical training.....	1,800.00		1,800.00
1 assistant director of physical training.....		1,450.00	1,450.00
1 director of domestic science.....	1,650.00		1,650.00
1 assistant director of domestic science.....		1,450.00	1,450.00
1 director of domestic art.....	1,650.00		1,650.00
1 assistant director of domestic art.....		1,350.00	1,350.00
1 director of primary instruction.....	1,950.00		1,950.00
1 assistant director of primary instruction.....		1,550.00	1,550.00
2 assistants in department of primary instruction.....	1,618.17		1,618.17
1 assistant in department of primary instruction.....		1,070.00	1,070.00
1 director of kindergartens.....	1,650.00		1,650.00
1 assistant director of kindergartens.....		1,400.00	1,400.00
To building principals for session room pay—			
Grammar schools.....	10,080.00		10,080.00
Grammar schools.....		3,780.00	3,780.00
Primary schools.....	10,753.50		10,753.00
Primary schools.....		5,691.00	5,691.00
Kindergarten schools.....	1,260.00		1,260.00
Kindergarten schools.....		660.00	660.00
Total.....	84,611.67	40,601.00	125,212.67
Cost per pupil (estimated on average enrollment).....	2.61	2.68	2.63
Tuition:			
Kindergartens 1—			
44 principals and 41 assistants.....	53,262.43		53,262.43
22 principals and 21 assistants.....		27,172.42	27,172.42
Total.....	53,262.43	27,172.42	80,434.85
Cost per pupil (estimated on average enrollment).....	41.47	36.21	39.54
Elementary schools 1—			
Primary teachers—			
100 first, 103 second, 92 third, 102 fourth grade.....	270,346.25		270,346.25
71 first, 60 second, 58 third, 51 fourth grade.....		166,354.49	166,354.49
Grammar teachers—			
93 fifth, 91 sixth, 75 seventh, 77 eighth grade.....	318,515.92		318,515.92
40 fifth, 32 sixth, 29 seventh, 25 eighth grade.....		114,947.10	114,947.10
Total.....	588,862.17	281,301.59	870,163.76
Cost per pupil (estimated on average enrollment).....	22.24	22.06	22.18

<sup>1</sup> Session room pay for these schools has been charged up to supervision.

<sup>2</sup> To be increased by the cost of teaching 3 kindergarten practice schools, \$1,531.53.

<sup>3</sup> To be increased by the cost of teaching 1 kindergarten practice school, \$605.56.

<sup>4</sup> To be increased by the cost of teaching 16 practice schools, \$10,591.28.

<sup>5</sup> To be increased by the cost of teaching 5 practice schools, \$3,336.91.

	White.	Colored.	Total.
Tuition—Continued.			
Secondary schools—			
Academic high—			
5 heads of departments.....	\$10,900.00		\$10,900.00
3 heads of departments.....		\$6,600.00	6,600.00
79 academic teachers.....	112,518.50		118,518.50
27 academic teachers.....		34,996.66	34,996.66
2 music teachers.....	2,091.00		2,091.00
1 music teacher.....		860.00	860.00
8 drawing teachers.....	8,007.33		8,007.33
1 drawing teacher.....		980.00	980.00
5 physical training teachers.....	5,090.40		5,090.40
1 physical training teacher.....		800.00	800.00
1 military training teacher.....	900.00		900.00
1 military training teacher.....		700.00	700.00
Total.....	139,507.23	44,936.66	184,443.89
Cost per pupil (estimated on average enrollment).....	70.92	69.77	70.64
Business high—			
2 heads of departments.....	4,100.00		4,100.00
38 academic teachers.....	49,669.08		49,669.08
5 academic teachers.....		5,986.00	5,986.00
2 drawing teachers.....	1,890.00		1,890.00
2 physical training teachers.....	1,545.00		1,545.00
Total.....	57,204.08	5,986.00	63,190.08
Cost per pupil (estimated on average enrollment).....	63.98	63.68	63.94
Manual training high—			
1 head of department.....	2,200.00		2,200.00
1 head of department.....		2,200.00	2,200.00
26 academic teachers.....	35,542.34		35,542.34
16 academic teachers.....		19,570.84	19,570.84
9 drawing teachers.....	8,657.28		8,657.28
4 drawing teachers.....		4,070.00	4,070.00
1 physical training teacher.....		936.50	936.50
7 manual training teachers.....	7,850.49		7,850.49
3 manual training teachers.....		3,370.00	3,370.00
2 domestic science teachers.....	2,180.00		2,180.00
2 domestic science teachers.....		1,660.00	1,660.00
3 domestic art teachers.....	3,090.00		3,090.00
4 domestic art teachers.....		3,916.56	3,916.56
Total.....	59,520.11	35,723.90	95,244.01
Cost per pupil (estimated on average enrollment).....	69.94	74.42	71.55
Total for all secondary schools.....	256,231.42	86,646.56	342,877.98
Cost per pupil for all secondary schools (estimated on the average enrollment).....	69.02	71.13	69.54
Normal schools—			
6 normal training teachers.....	7,829.01		7,829.01
5 normal training teachers.....		6,605.16	6,605.16
8 normal practice teachers.....	9,790.33		9,790.33
3 normal practice teachers.....		4,186.33	4,186.33
1 kindergarten training teacher.....	1,214.33		1,214.33
1 kindergarten training teacher.....		1,457.33	1,457.33
2 kindergarten practice teachers.....	2,400.00		2,400.00
1 kindergarten practice teacher.....		1,100.00	1,100.00
1 music teacher.....	898.40		898.40
1 garden teacher.....	187.50		187.50
Total.....	<sup>1</sup> 22,319.57	<sup>2</sup> 13,348.82	35,668.39
Cost per pupil (estimated on average enrollment).....	50.98	67.67	57.82
Ungraded schools—			
15 teachers.....	10,856.50		10,856.50
8 teachers.....		6,035.00	6,035.00
Total.....	10,856.50	6,035.00	16,891.50
Cost per pupil (estimated on average enrollment).....	69.59	71.84	70.38
Special teachers in elementary schools—			
10 music teachers, 8 drawing teachers, 8 teachers of physical training.....	20,338.99		20,338.99
6 music teachers, 5 drawing teachers, 3 teachers of physical training.....		11,049.33	11,049.33
Total.....	20,338.99	11,049.33	31,388.32
Cost per pupil (estimated on average enrollment).....	.75	.85	.78

<sup>1</sup> Includes the cost of teaching 16 grade practice schools and 3 kindergarten practice schools, \$12,122.81.<sup>2</sup> Includes the cost of teaching 5 grade practice schools and 1 kindergarten practice school, \$3,942.47.

	White.	Colored.	Total.
Tuition—Continued.			
Manual training teachers in elementary schools—			
Carpentry, 15; domestic science, 17; domestic art, 22.....	\$42, 123. 94		\$42, 123. 94
Carpentry, 7; domestic science, 7; domestic art, 10.....		\$16, 895. 00	16, 895. 00
Total.....	42, 123. 94	16, 895. 00	59, 018. 94
Cost per pupil (estimated on average enrollment).....	3. 46	3. 21	3. 38
Librarians and clerks:			
Academic high—			
3 librarians.....	2, 300. 00		2, 300. 00
1 librarian.....		650. 00	650. 00
3 clerks.....	1, 690. 00		1, 690. 00
1 clerk.....		546. 67	546. 67
Total.....	3, 990. 00	1, 196. 67	5, 186. 67
Cost per pupil (estimated on average enrollment).....	2. 02	1. 85	1. 98
Business high—			
1 librarian.....	650. 00		650. 00
1 clerk.....	550. 00		550. 00
Total.....	1, 200. 00		1, 200. 00
Cost per pupil (estimated on average enrollment).....	1. 34		1. 21
Manual training high—			
1 librarian.....	605. 00		605. 00
1 clerk.....	605. 00		605. 00
1 clerk.....		637. 50	637. 50
Total.....	1, 210. 00	637. 50	1, 847. 50
Cost per pupil (estimated on average enrollment).....	1. 42	1. 32	1. 38
Total for all secondary schools.....	6, 400. 00	1, 834. 17	8, 234. 17
Cost per pupil (based on average enrollment).....	1. 72	1. 50	1. 67
Miscellaneous—			
1 librarian of teachers' library.....	1, 040. 00		1, 040. 00
1 librarian.....		602. 16	602. 16
6 clerks.....	3, 753. 32		3, 753. 32
1 clerk.....		675. 00	675. 00
Total.....	4, 793. 32	1, 277. 16	6, 070. 48
Cost per pupil (estimated on average enrollment in all schools).....	. 14	. 08	. 12
Grand total for librarians and clerks.....	11, 193. 32	3, 111. 33	14, 304. 65
Cost per pupil (estimated on average enrollment in all schools).....	. 34	. 20	. 30

## SUMMARY.

Total cost of office of the board of education.....	\$8,663.17
Total cost of attendance officers.....	2,100.00
Total cost of instruction, including supervision.....	1,561,656.41
Whole number of pupils enrolled.....	\$56,136
Average number of pupils enrolled.....	47,442
Average number of pupils in daily attendance.....	44,627
Average cost of instruction, including supervision, estimated on—	
1. Whole enrollment.....	27.81
2. Average enrollment.....	32.91
3. Average attendance.....	34.99
Total cost of librarians and clerks.....	14,304.65
Total cost of custodian of books and assistant.....	1,780.01
Janitors, engineers, and assistants.....	99,196.15
Caretakers of smaller buildings and rented rooms.....	7,385.60
Medical inspectors:	
Total amount expended.....	5,977.77
Fuel, gas, electric light, and power:	
Total amount expended.....	89,048.98
Textbooks and supplies for first eight grades:	
Total amount expended (excluding salaries).....	63,160.71
Average amount per pupil (based on amount including salaries).....	1.397
Rent:	
Total amount expended.....	19,906.00
Rent, etc., compulsory education:	
Rent.....	\$7,291.00
Equipment.....	2,879.54
Caretakers of temporary rooms for schools above the second grade.....	4,317.00
Total amount expended.....	14,487.54
Furniture for new buildings:	
Total amount expended.....	25,622.25
Industrial instruction:	
Total amount expended.....	19,949.20
Contingent expenses:	
For supplies, laboratory material, and printing.....	\$46,134.97
For library books and periodicals.....	996.00
For livery of horse.....	295.00
Total amount expended.....	47,425.97
Total amount per pupil (estimated on average enrollment).....	.99
Kindergartens:	
Total amount expended (exclusive of salaries).....	2,495.02
Average amount per pupil (estimated on average enrollment).....	1.19
Physics department, apparatus for:	
Total amount expended.....	3,999.62
Extending the telephone system:	
Total amount expended.....	364.43
Pianos:	
Total amount expended.....	1,500.00
Flags:	
Total amount expended.....	799.40
School gardens:	
Salaries.....	\$769.00
Miscellaneous.....	419.18
Total amount expended.....	1,188.18
School playgrounds:	
Maintenance, etc.....	\$894.40
Equipment, etc.....	750.00
Total amount expended.....	1,644.40

## GRAND SUMMARY.

Amount expended, grand total.....	1,992,655.46
Average cost per pupil (including all high, normal, and manual training schools) for all expenses except repairs and permanent improvements:	
1. On whole enrollment.....	35.49
2. On average enrollment.....	42.00
3. On average attendance.....	44.83

*Supervision.*

	White.	Colored.	Total.
1 superintendent.....	\$5,000.00	-----	\$5,000.00
1 assistant superintendent.....	3,000.00	-----	3,000.00
1 assistant superintendent.....	-----	\$3,000.00	3,000.00
1 director of intermediate instruction.....	2,500.00	-----	2,500.00
1 supervisor of manual training.....	2,500.00	-----	2,500.00
9 supervising principals.....	21,900.00	-----	21,900.00
4 supervising principals.....	-----	9,700.00	9,700.00
1 principal of normal school.....	2,300.00	-----	2,300.00
1 principal of normal school.....	-----	2,300.00	2,300.00
3 principals of academic high schools.....	6,900.00	-----	6,900.00
1 principal of academic high school.....	-----	2,000.00	2,000.00
1 principal of business high school.....	2,300.00	-----	2,300.00
1 principal of manual training high school.....	2,300.00	-----	2,300.00
1 principal of manual training high school.....	-----	2,300.00	2,300.00
1 director of drawing.....	1,700.00	-----	1,700.00
1 assistant director of drawing.....	-----	1,450.00	1,450.00
1 director of music.....	1,800.00	-----	1,800.00
1 assistant director of music.....	-----	1,450.00	1,450.00
1 director of physical training.....	1,800.00	-----	1,800.00
1 assistant director of physical training.....	-----	1,450.00	1,450.00
1 director of domestic science.....	1,650.00	-----	1,650.00
1 assistant director of domestic science.....	-----	1,450.00	1,450.00
1 director of domestic art.....	1,650.00	-----	1,650.00
1 assistant director of domestic art.....	-----	1,350.00	1,350.00
1 director of primary instruction.....	1,950.00	-----	1,950.00
1 assistant director of primary instruction.....	-----	1,550.00	1,550.00
2 assistants in department of primary instruction.....	1,618.17	-----	1,618.17
1 assistant in department of primary instruction.....	-----	1,070.00	1,070.00
1 director of kindergartens.....	1,650.00	-----	1,650.00
1 assistant director of kindergartens.....	-----	1,400.00	1,400.00
To building principals for session room pay:			
Grammar schools.....	10,080.00	-----	10,080.00
Grammar schools.....	-----	3,780.00	3,780.00
Primary schools.....	10,753.50	-----	10,753.50
Primary schools.....	-----	5,691.00	5,691.00
Kindergartens.....	1,260.00	-----	1,260.00
Kindergartens.....	-----	660.00	660.00
Total.....	84,611.67	40,601.00	125,212.67
Cost per pupil (estimated on average enrollment).....	2.61	2.68	2.63

## KINDERGARTENS.

Number of pupils enrolled.....	1,913	1,078	2,991
Average enrollment.....	1,321	767	2,088
Average attendance.....	1,168	703	1,871
Per cent of attendance.....	88.0	91.1	89.4
Average number of cases of tardiness per month.....	133.8	42.0	175.8
Number of teachers employed.....	85	43	128
Average salary paid <sup>1</sup> .....	\$626.61	\$631.91	\$628.55
Average number of pupils to the teacher (estimated on average enrollment).....	15.5	17.8	16.3
Cost of tuition per pupil (estimated on average enrollment).....	\$41.47	\$36.21	\$39.54

## ELEMENTARY SCHOOLS.

Number of pupils enrolled.....	31,227	15,263	46,490
Average enrollment.....	26,947	12,898	39,845
Average attendance.....	25,213	12,294	37,507
Per cent of attendance.....	93.6	94.8	94.0
Average number of cases of tardiness per month.....	3,324.2	885.3	4,209.5
Number of corporal punishments.....	44	8	52
Number of principals and teachers employed.....	733	366	1,099
Average salary paid.....	\$803.35	\$768.58	\$791.77
Average number of pupils to teacher (estimated on average enrollment).....	36.7	35.2	36.2
Cost of tuition per pupil (estimated on average enrollment).....	\$22.24	\$22.06	\$22.18

<sup>1</sup> Does not include director nor assistant director.

## ACADEMIC HIGH SCHOOLS.

	Central.	Eastern.	Western.	Total (white).	M Street. <sup>1</sup>	Grand total.
Number of pupils enrolled (boys, 1,023; girls, 1,960) .....	1,201	433	615	2,249	734	2,983
Average enrollment .....	1,052	384	531	1,967	644	2,611
Average attendance .....	994	366	504	1,864	615	2,479
Per cent of attendance .....	94.4	95.3	94.8	94.7	95.5	94.9
Average number of cases of tardiness per month .....	279.3	118.2	157.2	554.7	129.0	683.7
Number of teachers employed <sup>2</sup> .....	52	22	26	100	34	134
Average salary paid <sup>2</sup> .....	\$1,414.03	\$1,398.24	\$1,354.45	\$1,395.07	\$1,321.66	\$1,376.44
Cost of tuition per pupil (estimated on av- erage enrollment) .....	\$69.89	\$80.10	\$66.31	\$70.92	\$69.77	\$70.64

<sup>1</sup> Colored.<sup>2</sup> Does not include the principal.

## BUSINESS HIGH SCHOOLS.

	Business.	Armstrong Business. <sup>1</sup>	Total.
Number of pupils enrolled (boys, 446; girls, 823) .....	1,145	124	1,269
Average enrollment .....	894	94	988
Average attendance .....	850	87	937
Per cent of attendance .....	95.0	92.5	94.8
Average number of cases of tardiness per month .....	234.0	9.0	243.0
Number of teachers employed <sup>2</sup> .....	44	5	49
Average salary paid <sup>2</sup> .....	\$1,300.09	\$1,197.20	\$1,281.43
Cost of tuition per pupil (estimated on average enrollment) .....	\$63.98	\$63.68	\$63.94

<sup>1</sup> Colored; located in old Mott School.<sup>2</sup> Does not include the principal.

## MANUAL TRAINING HIGH SCHOOLS.

	McKinley.	Armstrong. <sup>1</sup>	Total.
Number of pupils enrolled (boys, 1,062; girls, 606) .....	1,070	598	1,668
Average enrollment .....	857	480	1,331
Average attendance .....	830	451	1,281
Per cent of attendance .....	97.4	94.9	96.6
Average number of cases of tardiness per month .....	222.1	44.0	266.1
Number of teachers employed <sup>2</sup> .....	48	31	79
Average salary paid <sup>2</sup> .....	\$1,240.00	\$1,152.36	\$1,205.62
Cost of tuition per pupil (estimated on average enrollment) .....	\$69.94	\$74.42	\$71.55

<sup>1</sup> Colored.<sup>2</sup> Does not include the principal.

## NORMAL SCHOOLS.

	No. 1.	No. 2. <sup>1</sup>	Total.
Number of teachers trained .....	213	149	362
Average enrollment .....	200	139	339
Average attendance .....	197	134	331
Number of teachers employed <sup>2</sup> .....	19	10	29
Average salary <sup>2</sup> .....	\$1,174.29	\$1,334.88	\$1,236.84

<sup>1</sup> Colored.<sup>2</sup> Does not include the principal.

## UNGRADED SCHOOLS.

	White.	Colored.	Total.
Number of pupils enrolled .....	254	119	373
Average enrollment .....	156	84	240
Average attendance .....	143	78	221
Per cent of attendance .....	90.6	93.4	91.6
Average number of cases of tardiness per month .....	41.5	6.3	47.8
Number of pupils dismissed .....	1	1	2
Number of corporal punishments .....	11	5	16
Number of teachers employed .....	15	8	23
Average salary paid .....	\$723.76	\$754.37	\$734.41
Average number of pupils to teacher (estimated on average enroll- ment) .....	10.4	10.5	10.4
Cost of tuition per pupil (estimated on average enrollment) .....	\$69.50	\$71.84	\$70.38

SPECIAL TEACHERS.<sup>1</sup>

	White.	Colored.	Total.
Music teachers.....	10	6	16
Drawing teachers.....	8	5	13
Physical training teachers.....	8	3	11
Average salary paid:			
Music teachers.....	\$758.36	\$855.83	\$794.91
Drawing teachers.....	850.66	772.86	820.74
Physical training teachers.....	743.75	683.33	727.09
Average cost per pupil for special tuition (estimated on average enrollment).....	.75	.85	.78

MANUAL TRAINING IN GRADED SCHOOLS.<sup>1</sup>

Manual training teachers.....	15	7	22
Domestic science teachers.....	17	7	24
Domestic art teachers.....	22	10	32
Average salary paid:			
Manual training teachers.....	\$853.03	\$713.21	\$808.54
Domestic science teachers.....	797.64	682.50	764.06
Domestic art teachers.....	716.74	712.50	715.41
Average cost per pupil for manual training (estimated on average enrollment).....	3.46	3.21	3.38

NIGHT SCHOOLS.<sup>1</sup>

Number of nights schools were open.....	61.7	62.6	62.2
Whole number of pupils enrolled.....	2,315	1,959	4,274
Average number of pupils enrolled.....	1,060	1,392	2,452
Average number of pupils in attendance.....	793	1,151	1,944
Per cent of attendance.....	74.8	82.6	79.3
Number of teachers.....	67	52	119
Average salary paid.....	\$102.15	\$133.94	\$116.04
Cost of tuition per pupil (estimated on average enrollment).....	\$6.47	\$5.00	\$5.63

<sup>1</sup> Does not include director nor assistant director.TABLE IV<sup>1</sup>.—Whole enrollment of white pupils in the District of Columbia, by grades, for the school year ending June 30, 1910.

	Boys.	Girls.	Total.	Per cent.
Kindergarten.....	990	923	1,913	5.02
Elementary:				
First grade.....	2,620	2,332	4,952	13.01
Second grade.....	2,077	1,903	3,980	10.45
Third grade.....	2,028	1,983	4,011	10.54
Fourth grade.....	2,165	2,073	4,238	11.13
Fifth grade.....	2,187	2,064	4,251	11.17
Sixth grade.....	1,847	1,941	3,788	9.95
Seventh grade.....	1,480	1,748	3,228	8.48
Eighth grade.....	1,265	1,514	2,779	7.30
Secondary:				
First year.....	914	1,123	2,037	5.35
Second year.....	557	731	1,288	3.38
Third year.....	331	363	694	1.82
Fourth year.....	197	248	445	1.17
Normal:				
First year.....		107	107	.28
Second year.....		106	106	.28
Ungraded.....	215	39	254	.67
Total.....	18,873	19,198	38,071	100.00
SUMMARY.				
Kindergarten.....	990	923	1,913	5.02
Elementary.....	15,669	15,558	31,227	82.03
Secondary.....	1,999	2,465	4,464	11.72
Normal.....		213	213	.56
Ungraded.....	215	39	254	.67
Total.....	18,873	19,198	38,071	100.00

TABLE IV<sup>2</sup>.—Whole enrollment of colored pupils in the District of Columbia, by grades, for the school year ending June 30, 1910.

	Boys.	Girls.	Total.	Per cent.
Kindergarten.....	498	580	1,078	5.97
Elementary:				
First grade.....	1,677	1,636	3,313	18.34
Second grade.....	1,247	1,173	2,420	13.40
Third grade.....	1,129	1,241	2,370	13.12
Fourth grade.....	936	1,193	2,129	11.78
Fifth grade.....	702	985	1,687	9.34
Sixth grade.....	584	814	1,398	7.74
Seventh grade.....	402	667	1,069	5.92
Eighth grade.....	281	596	877	4.85
Secondary:				
First year.....	255	385	640	3.54
Second year.....	148	281	429	2.37
Third year.....	73	147	220	1.22
Fourth year.....	56	111	167	.93
Normal:				
First year.....	8	93	101	.56
Second year.....	6	42	48	.26
Ungraded.....	85	34	119	.66
Total.....	8,087	9,978	18,065	100.00
SUMMARY.				
Kindergarten.....	498	580	1,078	5.97
Elementary.....	6,958	8,305	15,263	84.49
Secondary.....	532	924	1,456	8.06
Normal.....	14	135	149	.82
Ungraded.....	85	34	119	.66
Total.....	8,087	9,978	18,065	100.00

*Number of buildings, rooms, and seats used by the public schools of the District of Columbia during the school year ending June 30, 1910.*

WHITE.

Class of schools.	School buildings.			Class rooms.				Class seats.				Average rooms to building.				Average seats to building.				Assembly rooms.			Gymnasiums owned (permanent).
	Owned.		Total.	Owned.		Rented.	Owned.		Total.	Owned.		Total.	Owned.		Total.	Owned.		Total.	Owned (permanent).	Rented.	Total.		
	Permanent.	Portable.		Permanent.	Portable.		Miscellaneous.	Permanent.		Portable.	Miscellaneous.		Permanent.	Portable.		Miscellaneous.							
Kindergarten.....	(2)	90	1	40	1	3	44	1,685	392	45	103	1,843	1	1	1	43	42	5	3	2			
Elementary.....		90	2	659	9	4	672	31,191	392	45	138	31,721	7	2	7	346	314	3	1				
Academic high.....		3	50	32	32	1	50	1,812	1	1	17	1,812	17	1	17	604	604	1					
Business high.....		1	3	32	32	1	32	1,082	32	32	32	1,082	32	2	32	1,082	1,082	1					
Manual training high.....		1	2	16	5	5	21	605	187	187	187	792	16	2	16	605	366	1					
Normal.....	(4)		6	6	6	6	174	174	6	6	6	174	6	1	2	174	174	6					
Ungraded.....			6	1	10	10	12	30	15	15	142	187	1	2	2	30	15	14					
Total <sup>1</sup> .....	95	9	11	804	9	22	837	36,589	392	60	570	37,611	8	1	2	385	43	30	52	10	3		

COLORED.

Class of schools.	School buildings.			Class rooms.			Class seats.				Average rooms to building.			Average seats to building.			Assembly rooms.		(Gymnasiums owned (permanently).	
	Owned.		Rented for classes.	Owned.		Rented.	Total.	Owned.		Total.	Owned.		Total.	Owned.		Total.	Owned (permanent).	Rented.		
	Permanent.	Portable.		Permanent.	Portable.	Miscellaneous.		Permanent.	Portable.	Miscellaneous.	Permanent.	Portable.	Miscellaneous.	Permanent.	Portable.	Miscellaneous.				
Kindergarten.....	(2) 46	3	3	18	4	4	22	781	210	154	935	1	1	1	43	42	38	42	1	
Elementary.....	5	4	55	294	12	12	311	13,251	74	466	13,927	6	3	6	288	253	16	253	4	
Academic high.....	1	2	3	16	2	1	19	612	74	90	686	16	1	16	612	612	1	612	1	
Business high.....	(7) 1	1	1	3	1	1	5	90	3	3	90	3	3	3	90	90	3	90	1	
Manual training high.....	(4) 1	1	2	7	1	1	8	362	32	394	37	362	32	7	362	362	7	362	1	
Normal.....	1	1	2	5	2	1	8	142	5	142	142	5	1	1	142	142	5	142	1	
Ungraded.....	49	8	8	348	8	17	375	89	19	15	123	1	1	1	18	15	9	15	1	
Total <sup>a</sup> .....	49	8	8	65	348	8	375	15,327	316	19	635	16,297	7	1	2	313	39	9	78	

<sup>1</sup> Basement and other rooms used as class rooms.

<sup>2</sup> Have no buildings for kindergartens only, but rooms are occupied in elementary school buildings.

<sup>3</sup> Does not include rented buildings.

<sup>4</sup> Housed in an elementary school building.

<sup>5</sup> Does not include buildings and rooms used for manual training and other purposes.

<sup>6</sup> Does not include portable buildings.

<sup>7</sup> Housed in school building for special pupils, etc.

*Number of buildings, rooms, and seats used by the public schools of the District of Columbia during the school year ending June 30, 1910—Continued.*

## WHITE AND COLORED.

Class of schools.	School buildings.			Class rooms.						Class seats.				Average rooms to building.				Average seats to building.				Assembly rooms.			Gymnasiums owned (permanent).
	Owned.			Owned.			Owned.			Owned.			Owned.			Owned (permanent).			Rented.			Total.			
	Permanent.	Portable.	Rented for classes.	Permanent.	Portable.	Miscellaneous.	Permanent.	Portable.	Miscellaneous.	Permanent.	Portable.	Miscellaneous.	Permanent.	Portable.	Miscellaneous.	Total.	Owned (permanent).	Rented.	Total.						
Kindergarten.....	(1)	4	4	58	14	1	7	66	2,476	45	257	2,778	1	1	1	1	1	1	1	42	37	42	8	1	9
Elementary.....	136	14	156	953	6	16	968	44,442	604	604	45,648	16	3	16	316	606	37	101	293	4	4	1	4	1	3
Academic high.....	4	2	6	66	2	74	68	2,424	74	74	2,498	32	2	32	1,172	1,172	32	93	1,082	153	14	15	2	2	2
Business high.....	1	1	2	35	1	5	35	1,172	32	32	1,186	5	1	5	133	133	11	14	153	15	15	15	15	15	15
Manual training high.....	2	1	3	23	1	3	24	967	32	32	1,000	5	1	5	133	133	11	14	153	15	15	15	15	15	15
Normal.....	(6)	7	8	11	11	3	11	20	119	34	157	310	1	1	1	2	23	23	14	15	15	15	15	15	15
Ungraded.....	1	7	8	6	11	3	11	20	119	34	157	310	1	1	1	2	23	23	14	15	15	15	15	15	15
Total.....	144	17	190	1,152	17	4	39	1,212	51,916	708	1,205	53,908	8	1	1	2	360	42	26	299	15	1	16	4	4

<sup>1</sup> Have no buildings for kindergartens only, but rooms are occupied in elementary school buildings.

<sup>2</sup> Does not include rented buildings.

<sup>3</sup> Includes the 3 rooms used for commercial classes of the Armstrong Manual Training School in the old Mott School building.

<sup>4</sup> Does not include rented or portable buildings.

<sup>5</sup> Housed in an elementary school buildings.

<sup>6</sup> Does not include 7 owned buildings (6 permanent; 1 portable) and 19 rented, used for manual training and other purposes.

*Textbooks and supplies for the first eight grades.*

	Quantity.	Cost.
<b>BOOKS.</b>		
Algebra, Wentworth's Abridged.....	842	\$637.81
Arithmetic:		
Pamphlet.....	10,000	303.51
Milne's Elements of.....	995	245.43
Milne's Standard.....	2,374	1,258.22
Smith's Advanced.....	431	155.16
Smith's Primary.....	1,282	358.96
Art Education, Prang's Manual.....	1,095	449.00
Civil Government:		
Judson's "The Young American".....	466	186.40
Phillips' Nation and State.....	1,500	960.00
Copy book, the medial system:		
Book III.....	7,450	298.00
Book IV.....	6,750	270.00
Book V.....	6,000	240.00
Book VI.....	2,800	112.00
Book VII.....	2,400	96.00
Dictionary, Webster's High School.....	1,665	1,315.35
Geography:		
Adams' Elementary Commercial.....	925	814.00
Carpenter's Geographical Readers.....	5,270	2,702.30
Frye's First Steps.....	1,553	807.56
Frye's Grammar School.....	1,127	1,127.00
Redway and Hinman's Introductory.....	1,317	645.33
Redway and Hinman's Natural School.....	1,595	1,626.90
Grammar and language:		
Arnold and Kittredge's "The Mother Tongue" Book I.....	679	244.44
Buehler's Modern English Grammar.....	1,717	819.87
Emerson and Bender's Modern English, Book I.....	200	58.00
Emerson and Bender's Modern English, Book II.....	200	99.00
Harris and Gilbert's Guide, Book I.....	269	100.87
Gilbert and Harris' Guide, Book II.....	553	276.50
Maxwell-Smith's Writing in English.....	364	222.04
History:		
Mace's School.....	368	286.12
Montgomery's Beginners.....	1,230	590.40
Montgomery's Elementary.....	1,013	607.80
Montgomery's Leading Facts.....	927	741.60
Turpin's Short Stories.....	232	81.20
Literature:		
Baker and Carpenter Language Reader Series, Book II.....	1,000	247.50
Brooks' Primer.....	431	106.46
Hawthorne's Wonder Book—Houghton, Mifflin & Co.....	20	6.40
Home and School—Christopher Sower Co.....	150	69.00
Bryant's Sella Thanatopsis.....	506	98.75
Lakeside Classics No. 46—Ainsworth & Co.....	765	91.80
Maynard & Merrill's Classic Fables.....	397	95.28
Man Without a Country—Little, Brown & Co.....	20	4.20
McMillan's American and English Classics:		
Baldwin's Famous Stories Retold.....	75	21.38
Baldwin's Thirty More Famous Stories Retold.....	100	41.00
Deerslayer.....	190	39.14
Julius Caesar.....	145	29.87
Lady of the Lake.....	145	29.87
Last of the Mohicans.....	115	23.69
Silas Marner.....	195	40.17
Sketch Book.....	145	29.87
McMurray's Robinson Crusoe.....	500	136.25
Merchant of Venice.....	700	172.90
Old Greek Stories—American Book Co.....	467	172.92
Ouida's Dog of Flanders.....	361	64.98
Ouida's Story of a Nurnberg Stove.....	30	5.10
Tale of Two Cities.....	1,000	242.50
The Little Lame Prince—Mulock's.....	20	4.88
Riverside Literature Series:		
Evangeline.....	739	88.68
Christmas Carol, Dickens.....	273	53.92
Legend of Sleepy Hollow, A Hunting of the Deer, and Snow Bound, in 1 volume.....	446	177.28
Miles Standish.....	769	157.21
Hans Anderson's Stories—Merrill's ed.....	585	204.7
Wide Awake Series:		
First reader.....	970	242.50
Second reader.....	36	10.44
Modern Music Series:		
Primer.....	75	15.60
First grade.....	2,624	656.00
Second grade.....	1,610	536.67
Third grade.....	1,059	441.25

*Textbooks and supplies for the first eight grades—Continued.*

	Quantity.	Cost.
<b>BOOKS—continued.</b>		
Music Readers:		
Bentley's Song Primer.....	5,058	\$1,552.44
Laural Song Book.....	600	300.00
Physical Science, First Lessons for Grammar Schools, Avery—Sinnott.....	350	173.25
Physiology:		
Conn's Elementary.....	500	250.00
Gulick's Good Health.....	545	174.40
Jenkins' Primary Lessons.....	2,075	508.38
Readers:		
The Bender Primer.....	600	147.00
Stepping Stones to Literature—		
Primer, Arnold's.....	2,508	627.00
First reader.....	1,757	439.25
Second reader.....	1,290	420.00
Third reader.....	862	359.20
Heath's—		
Third reader.....	974	315.58
Fourth reader.....	631	230.31
Fifth reader.....	1,200	486.00
Sixth reader.....	950	384.75
Merrill's Graded Literature—		
First reader.....	2,044	408.80
Second reader.....	2,277	720.64
Third reader.....	1,906	686.16
Fourth reader.....	1,175	470.00
Fifth reader.....	1,148	459.20
Sixth reader.....	687	270.80
Spellers:		
Felter and Eginton's Twentieth Century.....	579	46.32
Merrill's Word and Sentence Book.....	6,272	1,254.40
Word Analysis, Swinton's (old edition).....	665	159.60
Total.....		33,948.46
<b>SUPPLIES.</b>		
Beads..... bunches.....	1,680	84.00
Bean bags.....	300	29.25
Blackboard erasers..... dozen.....	500	360.00
Blackboard pointers..... do.....	35	69.30
Book linen..... rolls.....	15	74.25
Clay, light gray, modeling..... barrels.....	186	204.60
Crayon, chalk..... gross.....	6,000	885.00
Crayons:		
Faber's 664..... boxes.....	3,648	364.80
School, solid..... do.....	504	100.80
Compasses..... dozen.....	210	123.90
Drawing tablets, 6 by 12.....	26,948	521.82
Dumb-bells..... do.....	400	50.00
Dumb-bell hooks.....	600	30.00
Envelopes, manila:		
4½ by 6½, 75-pound.....	10,000	110.00
2 by 8½, 120-pound.....	22,000	56.76
4½ by 9½, 120-pound.....	22,000	49.28
3½ by 6, 120-pound.....	22,000	38.50
Ink, black, Carter's..... quarts.....	4,024	649.80
Ink, red, Carter's..... pints.....	24	13.50
Globes, terrestrial, 12-inch.....	21	120.75
Maps:		
Columbia Series—		
Asia..... copies.....	13	68.25
North America..... do.....	14	73.50
United States..... do.....	26	136.50
Globe Series—		
Europe..... do.....	19	61.75
Africa..... do.....	18	58.50
South America..... do.....	12	39.00
Eastern and Western Hemispheres..... do.....	25	75.00
Mucilage, Carter's..... pints.....	800	220.00
Oilcloth, white enamel..... yards.....	450	87.75
Paint brushes, camel's hair, No. 7..... dozen.....	490	352.80
Paint boxes:		
Prang's No. 1, complete.....	5,000	695.00
Scott Forsman's "A".....	3,240	251.00
Paints..... cakes.....	39,000	585.00

*Textbooks and supplies for the first eight grades—Continued.*

	Quantity.	Cost.
SUPPLIES—continued.		
Paper:		
Blotting sheets, 19 by 24.....reams..	1	\$6.55
Composition No. 1.....packages..	7,794	397.49
Composition No. 2.....do.....	22,174	1,130.88
Composition No. 3.....do.....	43,032	2,174.22
Cover.....reams..	81	445.50
Drawing, 9 by 11.....do.....	2,479	873.52
Examination.....do.....	3,179	2,584.25
Pads.....	111,254	3,426.39
Practice.....packages..	47,823	1,993.13
Strawboard.....sheets..	25,000	167.50
Wrapping, jute, manila, 40 by 36, 84-pound.....reams..	500	1,963.06
Paste, Universal, pint jars.....dozen..	58½	122.63
Pegs, shoe.....packages..	210	42.00
Pencils:		
Drawing No. 1, Dixon's.....dozen..	1,500	234.00
Drawing No. 3, Dixon's.....do.....	720	93.60
Student's, Faber's No. 365.....gross..	1,600	2,496.00
Penholders.....do.....	560	767.20
Pens, Eagle No. 740.....do.....	3,300	960.00
Print letters.....sets..	210	42.00
Rubber erasers, Ruby No. 272.....	20,800	228.80
Rulers.....	14,000	203.00
Scissors, pairs.....dozen..	400	560.00
Sentence builders.....sets..	1,050	94.50
Soap, ivory, cakes.....dozen..	50	23.48
Splints.....bundles..	840	75.60
Squares.....dozen..	110	77.00
Stereoscopes.....	6	3.60
Stereoscopic views.....	600	54.00
Wands, 3 feet by ½ inch.....	250	17.50
Wand racks.....	12	21.00
Total.....		27,744.73
ADDITIONAL EXPENSES.		
Salary of custodian.....		1,200.00
Salary of assistant custodian.....		580.01
Hauling.....		1,467.32
Total.....		3,247.33
Grand total.....		64,940.72

The whole number of pupils enrolled in the elementary schools that were supplied with books was 46,490, making the cost per pupil for all books, supplies, and miscellaneous expenses \$1.397, and the cost for books alone, \$0.730.

The cost of books was distributed as follows:

Grade.	Pupils.	Total cost.	Average cost per pupil.
First.....	8,265	\$3,096.47	\$0.375
Second.....	6,400	1,525.01	.238
Third.....	6,381	2,160.37	.338
Fourth.....	6,367	3,834.99	.602
Fifth.....	5,938	7,276.49	1.225
Sixth.....	5,186	5,714.00	1.101
Seventh.....	4,297	5,540.55	1.289
Eighth.....	3,656	4,800.58	1.313
Total.....	46,490	33,943.46	.730

The cost of supplies and miscellaneous items was distributed as follows:

Grade.	Pupils.	Total cost.	Average cost per pupil.
First.....	8,265	\$4,848.57	\$0.586
Second.....	6,400	4,477.69	.700
Third.....	6,381	4,197.35	.658
Fourth.....	6,367	4,443.06	.698
Fifth.....	5,938	4,518.22	.761
Sixth.....	5,186	3,340.25	.644
Seventh.....	4,297	2,822.83	.657
Eighth.....	3,656	2,344.29	.641
Total.....	46,490	30,992.26	.667

The cost of books, supplies, and miscellaneous items was distributed as follows:

Grade.	Pupils.	Total cost.	Average cost per pupil.
First.....	8,265	\$7,945.04	\$0.961
Second.....	6,400	6,002.70	.938
Third.....	6,381	6,357.72	.996
Fourth.....	6,367	8,278.05	1.300
Fifth.....	5,938	11,794.71	1.986
Sixth.....	5,186	9,054.25	1.745
Seventh.....	4,297	8,363.38	1.946
Eighth.....	3,656	7,144.87	1.954
Total.....	46,490	64,940.72	1.397

*Cost of textbooks, by grades, for each year.*

Years.	Pupils.	Total cost.	Average cost per pupil.	Years.	Pupils.	Total cost.	Average cost per pupil.
<b>First grade:</b>				<b>Fifth grade:</b>			
1892.....	8,005	\$3,954.95	\$.494	1893.....	4,657	\$6,684.67	\$1.533
1893.....	8,076	134.84	.017	1894.....	4,602	346.50	.075
1894.....	8,446	501.36	.059	1895.....	4,538	2,255.35	.497
1895.....	8,148	744.94	.091	1896.....	4,404	909.88	.207
1896.....	8,472	985.45	.116	1897.....	4,656	2,992.28	.643
1897.....	8,475	768.39	.091	1898.....	4,743	1,925.77	.406
1898.....	8,949	1,797.21	.201	1899.....	4,809	2,767.70	.575
1899.....	8,849			1900.....	4,881	4,727.75	.968
1900.....	8,849	366.17	.041	1901.....	4,903	4,565.64	.931
1901.....	9,036	1,640.34	.181	1902.....	5,043	5,580.29	1.107
1902.....	9,415	2,032.33	.215	1903.....	5,114	5,335.15	1.043
1903.....	9,063	2,379.33	.263	1904.....	5,399	2,556.61	.473
1904.....	9,126	1,496.00	.163	1905.....	5,500	3,844.46	.692
1905.....	9,313	881.95	.095	1906.....	5,602	4,317.31	.771
1906.....	8,950	657.90	.074	1907.....	5,601	2,688.03	.479
1907.....	9,198	1,337.96	.146	1908.....	5,663	3,167.56	.559
1908.....	8,050	2,034.96	.253	1909.....	5,964	5,239.88	.880
1909.....	7,884	2,727.83	.346	1910.....	5,938	7,276.49	.602
1910.....	8,265	3,096.47	.375	<b>Sixth grade:</b>			
<b>Second grade:</b>				1893.....	3,548	12,796.60	3.606
1892.....	5,814	1,793.70	.308	1894.....	3,598	768.74	.216
1893.....	5,904	48.65	.008	1895.....	3,945	1,334.56	.338
1894.....	6,014	498.28	.082	1896.....	3,900	5,961.83	1.528
1895.....	5,921	1,221.36	.206	1897.....	3,767	2,891.50	.767
1896.....	6,099	1,287.34	.211	1898.....	4,021	5,303.16	1.327
1897.....	6,196	1,736.20	.280	1899.....	3,991	4,471.57	1.120
1898.....	6,472	2,518.52	.389	1900.....	4,028	3,509.00	.871
1899.....	6,310	612.50	.097	1901.....	4,095	4,902.26	1.197
1900.....	6,067	1,657.48	.273	1902.....	4,166	2,959.38	.710
1901.....	6,336	2,638.47	.416	1903.....	4,257	4,136.60	.972
1902.....	6,558	2,565.45	.391	1904.....	4,167	5,662.66	1.359
1903.....	6,656	2,166.82	.326	1905.....	4,400	4,454.25	1.012
1904.....	6,517	2,443.21	.375	1906.....	4,656	4,447.38	.955
1905.....	6,737	1,929.92	.286	1907.....	4,668	5,873.78	1.258
1906.....	6,706	3,396.31	.506	1908.....	4,890	8,272.76	1.692
1907.....	6,717	2,170.53	.323	1909.....	5,046	4,222.14	.835
1908.....	7,119	2,071.29	.291	1910.....	5,186	5,714.00	1.101
1909.....	6,688	2,976.62	.445	<b>Seventh grade:</b>			
1910.....	6,400	1,525.01	.238	1894.....	2,986	14,108.90	4.725
<b>Third grade:</b>				1895.....	3,145	2,300.78	.744
1892.....	5,390	4,209.92	.781	1896.....	3,199	3,145.02	.983
1893.....	5,223	207.24	.040	1897.....	3,179	2,656.13	.835
1894.....	5,153	507.56	.098	1898.....	3,163	2,223.31	.703
1895.....	5,608	3,767.94	.672	1899.....	3,272	3,160.31	.966
1896.....	5,687	1,421.96	.250	1900.....	3,322	2,403.11	.723
1897.....	5,808	1,097.78	.189	1901.....	3,291	3,914.36	1.189
1898.....	5,761	1,608.65	.279	1902.....	3,224	3,326.73	1.032
1899.....	6,053	1,727.46	.285	1903.....	3,298	3,629.28	1.100
1900.....	6,130	2,245.35	.366	1904.....	3,521	3,999.56	1.136
1901.....	5,906	2,616.99	.443	1905.....	3,494	3,368.49	.964
1902.....	6,024	3,030.04	.503	1906.....	3,689	2,919.75	.791
1903.....	6,183	2,388.91	.386	1907.....	3,827	2,253.64	.589
1904.....	6,313	3,561.53	.564	1908.....	3,949	3,028.34	.767
1905.....	6,400	2,116.41	.331	1909.....	4,188	5,918.38	1.413
1906.....	6,479	3,168.59	.489	1910.....	4,297	5,540.55	1.289
1907.....	6,359	3,332.94	.524	<b>Eighth grade:</b>			
1908.....	6,200	1,829.13	.295	1894.....	2,570	13,143.70	5.114
1909.....	6,568	2,373.01	.361	1895.....	2,685	1,663.81	.608
1910.....	6,381	2,160.37	.338	1896.....	2,658	2,094.15	.787
<b>Fourth grade:</b>				1897.....	2,731	2,588.38	.948
1892.....	4,877	7,670.16	1.573	1898.....	2,892	1,093.26	.378
1893.....	5,011	249.87	.049	1899.....	2,747	1,684.53	.576
1894.....	4,776	489.27	.102	1900.....	2,863	1,959.47	.688
1895.....	4,725	1,301.34	.275	1901.....	2,888	3,636.12	1.259
1896.....	5,055	1,673.12	.330	1902.....	2,904	2,871.09	.989
1897.....	5,150	3,738.42	.726	1903.....	2,988	7,627.68	2.553
1898.....	5,426	2,802.37	.516	1904.....	2,950	3,325.61	1.127
1899.....	5,375	2,685.84	.500	1905.....	3,071	4,700.65	1.531
1900.....	5,510	2,850.00	.517	1906.....	3,192	1,609.99	.504
1901.....	5,819	7,009.18	1.204	1907.....	3,136	2,328.15	.742
1902.....	5,745	4,553.35	.792	1908.....	3,324	5,875.16	1.767
1903.....	5,751	2,609.34	.454	1909.....	3,536	6,022.09	1.700
1904.....	5,980	2,544.82	.425	1910.....	3,656	4,800.58	1.313
1905.....	6,102	3,575.33	.586				
1906.....	6,092	4,962.17	.814				
1907.....	6,233	3,917.51	.628				
1908.....	6,280	4,257.13	.678				
1909.....	6,115	5,853.41	.957				
1910.....	6,367	3,834.99	.602				

*Cost of supplies and of miscellaneous expenses, by grades, for each year.*

Years.	Pupils.	Total cost.	Average cost per pupil.	Years.	Pupils.	Total cost.	Average cost per pupil.
<b>First grade:</b>				<b>Fifth grade:</b>			
1892.....	8,005	\$1,793.00	\$0.224	1893.....	4,057	\$3,150.83	\$0.724
1893.....	8,076	2,029.06	.251	1894.....	4,602	2,691.37	.585
1894.....	8,446	2,674.81	.316	1895.....	4,358	1,711.28	.377
1895.....	8,148	2,719.07	.334	1896.....	4,404	2,008.34	.476
1896.....	8,472	3,269.48	.386	1897.....	4,656	2,172.37	.466
1897.....	8,475	3,121.56	.368	1898.....	4,743	2,191.88	.462
1898.....	8,949	3,776.29	.422	1899.....	4,809	2,928.54	.609
1899.....	8,849	4,261.17	.481	1900.....	4,881	2,557.75	.524
1900.....	8,849	4,758.20	.537	1901.....	4,903	1,710.89	.349
1901.....	9,036	2,105.60	.233	1902.....	5,043	2,391.48	.475
1902.....	9,415	3,163.77	.336	1903.....	5,114	2,755.67	.539
1903.....	9,063	4,378.24	.483	1904.....	5,399	3,867.20	.714
1904.....	9,126	4,877.31	.534	1905.....	5,500	3,972.93	.716
1905.....	9,313	4,112.84	.441	1906.....	5,602	3,431.49	.612
1906.....	8,950	5,062.99	.565	1907.....	5,601	3,962.72	.708
1907.....	9,198	5,007.47	.544	1908.....	5,663	2,969.95	.524
1908.....	8,050	4,085.72	.507	1909.....	5,964	3,713.36	.621
1909.....	7,884	5,194.67	.658	1910.....	5,938	4,518.22	.761
1910.....	8,265	4,848.57	.586	<b>Sixth grade:</b>			
<b>Second grade:</b>				1893.....	3,548	2,610.85	.726
1892.....	5,814	1,591.31	.274	1894.....	3,598	2,154.05	.599
1893.....	5,904	1,834.51	.310	1895.....	3,945	1,471.81	.373
1894.....	6,014	2,239.98	.372	1896.....	3,900	1,842.87	.472
1895.....	5,921	1,839.62	.311	1897.....	3,767	1,884.28	.500
1896.....	6,099	3,453.64	.564	1898.....	4,021	1,887.44	.469
1897.....	6,196	3,597.07	.580	1899.....	3,991	2,451.56	.614
1898.....	6,472	3,873.82	.598	1900.....	4,028	2,110.93	.524
1899.....	6,310	3,984.07	.631	1901.....	4,095	1,608.47	.392
1900.....	6,067	3,635.79	.599	1902.....	4,166	2,295.31	.551
1901.....	6,336	1,690.16	.267	1903.....	4,257	2,462.81	.578
1902.....	6,558	2,173.47	.331	1904.....	4,167	2,968.28	.712
1903.....	6,656	3,455.59	.519	1905.....	4,400	3,149.65	.716
1904.....	6,517	3,889.03	.596	1906.....	4,656	2,933.53	.630
1905.....	6,737	3,843.59	.571	1907.....	4,668	3,373.67	.722
1906.....	6,706	3,406.99	.508	1908.....	4,890	2,613.30	.534
1907.....	6,717	4,387.81	.653	1909.....	5,046	2,550.87	.507
1908.....	7,119	3,215.71	.451	1910.....	5,186	3,340.25	.644
1909.....	6,688	5,329.86	.796	<b>Seventh grade:</b>			
1910.....	6,400	4,477.69	.700	1894.....	2,986	1,630.04	.546
<b>Third grade:</b>				1895.....	3,145	1,435.01	.464
1892.....	5,390	2,270.45	.421	1896.....	3,199	1,196.98	.374
1893.....	5,233	2,348.59	.449	1897.....	3,179	1,607.24	.505
1894.....	5,153	2,143.84	.416	1898.....	3,163	1,703.72	.538
1895.....	5,608	2,135.95	.381	1899.....	3,272	1,951.14	.596
1896.....	5,687	2,435.14	.428	1900.....	3,322	1,770.57	.532
1897.....	5,808	2,639.84	.454	1901.....	3,291	1,168.03	.355
1898.....	5,761	2,993.87	.519	1902.....	3,224	1,549.66	.480
1899.....	6,053	3,210.27	.530	1903.....	3,298	1,809.72	.549
1900.....	6,130	4,276.47	.697	1904.....	3,521	2,544.98	.722
1901.....	5,906	3,473.12	.588	1905.....	3,494	2,527.05	.723
1902.....	6,024	3,356.49	.557	1906.....	3,689	2,354.04	.638
1903.....	6,183	3,700.34	.598	1907.....	3,827	2,715.52	.709
1904.....	6,313	3,177.34	.503	1908.....	3,940	2,129.63	.539
1905.....	6,400	4,418.81	.690	1909.....	4,188	2,093.88	.500
1906.....	6,479	3,657.83	.564	1910.....	4,297	2,822.83	.657
1907.....	6,359	3,753.44	.590	<b>Eighth grade:</b>			
1908.....	6,200	3,245.40	.523	1894.....	2,570	1,451.17	.564
1909.....	6,568	5,647.72	.859	1895.....	2,685	1,834.04	.670
1910.....	6,381	4,197.35	.658	1896.....	2,658	1,135.38	.427
<b>Fourth grade:</b>				1897.....	2,731	1,269.66	.465
1892.....	4,877	1,495.03	.306	1898.....	2,892	1,581.80	.547
1893.....	5,011	2,299.37	.459	1899.....	2,747	1,625.79	.592
1894.....	4,776	1,971.71	.413	1900.....	2,863	1,520.05	.530
1895.....	4,725	1,877.66	.398	1901.....	2,888	1,024.19	.354
1896.....	5,055	1,946.77	.385	1902.....	2,904	1,643.33	.565
1897.....	5,150	3,102.39	.602	1903.....	2,988	1,721.37	.576
1898.....	5,426	2,683.08	.494	1904.....	2,950	*2,251.75	.763
1899.....	5,375	2,850.76	.530	1905.....	3,071	2,422.70	.789
1900.....	5,500	2,151.91	.390	1906.....	3,192	2,169.99	.680
1901.....	5,819	1,275.23	.219	1907.....	3,136	2,400.12	.765
1902.....	5,745	1,466.10	.255	1908.....	3,324	1,896.56	.570
1903.....	5,751	1,928.53	.335	1909.....	3,536	2,331.06	.659
1904.....	5,980	3,208.99	.537	1910.....	3,656	2,344.29	.641
1905.....	6,102	3,171.93	.520				
1906.....	6,092	3,599.84	.591				
1907.....	6,233	4,325.96	.694				
1908.....	6,280	3,429.72	.546				
1909.....	6,115	2,775.03	.453				
1910.....	6,367	4,443.06	.697				

*Cost of all textbooks and supplies, including miscellaneous expenses, by grades, for each year.*

Years.	Pupils.	Total cost.	Average cost per pupil.	Years.	Pupils.	Total cost.	Average cost per pupil.
First grade:				Fifth grade:			
1892.....	8,005	\$5,748.33	\$0.718	1893.....	4,657	\$9,835.50	\$2.257
1893.....	8,076	2,163.90	.268	1894.....	4,602	3,037.87	.660
1894.....	8,446	3,175.17	.375	1895.....	4,538	3,966.63	.874
1895.....	8,148	3,464.01	.425	1896.....	4,404	3,008.22	.681
1896.....	8,472	4,254.93	.502	1897.....	4,656	5,165.65	1.109
1897.....	8,475	3,889.95	.459	1898.....	4,743	4,117.65	.868
1898.....	8,949	5,573.50	.623	1899.....	4,809	5,696.24	1.184
1899.....	8,849	4,261.17	.481	1900.....	4,881	7,285.50	1.492
1900.....	8,849	5,124.37	.578	1901.....	4,903	6,276.53	1.280
1901.....	9,036	3,745.94	.414	1902.....	5,043	7,971.77	1.582
1902.....	9,415	5,196.10	.551	1903.....	5,114	8,090.82	1.582
1903.....	9,063	6,757.57	.746	1904.....	5,399	6,423.81	1.189
1904.....	9,126	6,373.31	.697	1905.....	5,550	7,817.39	1.408
1905.....	9,313	4,994.79	.536	1906.....	5,602	7,748.80	1.383
1906.....	8,950	5,720.89	.639	1907.....	5,601	6,650.75	1.187
1907.....	9,198	6,345.43	.690	1908.....	5,663	6,137.51	1.083
1908.....	8,050	6,120.68	.760	1909.....	5,964	8,953.24	1.501
1909.....	7,884	7,922.50	1.004	1910.....	5,938	11,794.71	1.986
1910.....	6,265	7,945.04	.961	Sixth grade:			
Second grade:				1893.....	3,548	15,407.45	.342
1892.....	5,814	3,385.01	.582	1894.....	3,598	2,922.79	.815
1893.....	5,904	1,883.16	.318	1895.....	3,945	2,806.37	.711
1894.....	6,014	2,738.26	.455	1896.....	3,900	7,804.70	2.001
1895.....	5,921	3,060.98	.517	1897.....	3,767	4,775.78	1.267
1896.....	6,099	4,740.98	.779	1898.....	4,021	7,223.02	1.796
1897.....	6,196	5,333.27	.859	1899.....	3,991	6,923.13	1.734
1898.....	6,472	6,392.34	.987	1900.....	4,028	5,619.93	1.395
1899.....	6,310	4,596.57	.728	1901.....	4,095	6,510.73	1.589
1900.....	6,067	5,293.27	.872	1902.....	4,166	5,254.69	1.261
1901.....	6,336	4,328.63	.683	1903.....	4,257	6,599.41	1.550
1902.....	6,558	4,738.92	.722	1904.....	4,167	8,630.94	2.071
1903.....	6,656	5,622.41	.845	1905.....	4,400	7,603.90	1.728
1904.....	6,517	6,332.24	.971	1906.....	4,656	7,380.91	1.585
1905.....	6,737	5,773.51	.857	1907.....	4,668	9,247.45	1.980
1906.....	6,706	6,803.30	1.014	1908.....	4,890	10,886.06	2.226
1907.....	6,717	6,558.34	.976	1909.....	5,046	6,773.01	1.342
1908.....	7,119	5,287.00	.742	1910.....	5,186	9,054.25	1.745
1909.....	6,688	8,306.48	1.241	Seventh grade:			
1910.....	6,400	6,002.70	.938	1894.....	2,986	15,738.94	5.271
Third grade:				1895.....	3,145	3,735.79	1.208
1892.....	5,390	6,480.37	1.202	1896.....	3,199	4,342.00	1.357
1893.....	5,223	2,555.83	.489	1897.....	3,179	4,203.37	1.341
1894.....	5,153	2,651.40	.514	1898.....	3,163	3,927.03	1.241
1895.....	5,608	5,903.89	1.053	1899.....	3,272	5,111.45	1.562
1896.....	5,687	3,857.10	.678	1900.....	3,322	4,173.68	1.255
1897.....	5,808	3,737.62	.643	1901.....	3,291	5,082.39	1.544
1898.....	5,761	4,602.52	.798	1902.....	3,224	4,876.39	1.512
1899.....	6,053	4,937.73	.815	1903.....	3,298	5,439.00	1.649
1900.....	6,130	6,521.82	1.063	1904.....	3,521	6,544.54	1.858
1901.....	5,906	6,089.11	1.031	1905.....	3,493	5,895.54	1.687
1902.....	6,024	6,386.53	1.060	1906.....	3,689	5,273.79	1.429
1903.....	6,183	6,089.25	.984	1907.....	3,827	4,969.16	1.298
1904.....	6,313	6,738.87	1.067	1908.....	3,949	5,157.97	1.306
1905.....	6,00	6,535.22	1.021	1909.....	4,188	8,012.26	1.913
1906.....	6,479	6,826.42	1.053	1910.....	4,297	8,363.38	1.946
1907.....	6,359	7,086.38	1.114	Eighth grade:			
1908.....	6,200	5,074.53	.818	1894.....	2,570	14,594.87	5.678
1909.....	6,568	8,020.73	1.220	1895.....	2,685	3,497.87	1.274
1910.....	6,381	6,357.72	.996	1896.....	2,658	3,229.53	1.211
Fourth grade:				1897.....	2,731	3,858.04	1.412
1892.....	4,877	9,165.19	1.879	1898.....	2,892	2,675.06	.925
1893.....	5,011	2,549.24	.508	1899.....	2,747	3,210.32	1.168
1894.....	4,776	2,460.98	.515	1900.....	2,863	3,479.52	1.218
1895.....	4,725	3,179.00	.673	1901.....	2,888	4,660.31	1.613
1896.....	5,055	3,619.89	.716	1902.....	2,904	4,514.42	1.554
1897.....	5,150	6,840.81	1.328	1903.....	2,988	9,349.06	3.129
1898.....	5,426	5,485.45	1.010	1904.....	2,950	5,577.36	1.890
1899.....	5,375	5,536.40	1.030	1905.....	3,071	7,123.35	2.320
1900.....	5,510	5,001.91	.907	1906.....	3,192	3,779.98	1.184
1901.....	5,819	8,285.41	1.423	1907.....	3,136	4,728.27	1.507
1902.....	5,745	6,019.45	1.047	1908.....	3,324	7,771.72	2.337
1903.....	5,751	4,537.87	.789	1909.....	3,536	8,353.15	2.359
1904.....	5,980	5,753.81	.962	1910.....	3,656	7,144.87	1.954
1905.....	6,102	6,747.26	1.106				
1906.....	6,992	8,562.01	1.405				
1907.....	6,233	8,243.47	1.322				
1908.....	6,280	7,686.85	1.224				
1909.....	6,115	8,628.44	1.410				
1910.....	6,367	8,278.05	1.300				

TABLE V.—*Growth of the schools since the year 1880.*

School year ending June 30—	Average number of pupils enrolled.					
	First nine divisions.		Tenth-thirteenth divisions.		Total.	
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.
1880.....	15,027	.....	6,573	.....	21,600	.....
1881.....	15,494	3.10	6,567	<sup>1</sup> 0.09	22,061	2.13
1882.....	16,063	3.60	6,763	2.98	22,826	3.46
1883.....	16,524	2.80	7,070	4.53	23,594	3.36
1884.....	16,642	.71	7,225	2.19	23,867	1.11
1885.....	17,468	4.90	7,689	6.42	25,157	5.40
1886.....	18,720	7.10	8,191	6.52	26,911	6.97
1887.....	19,285	3.00	8,448	3.13	27,733	3.05
1888.....	19,762	2.40	8,791	4.06	28,553	2.95
1889.....	20,477	3.60	9,088	3.37	29,565	3.54
1890.....	21,077	2.90	9,289	2.21	30,366	2.70
1891.....	21,599	2.60	9,702	4.25	31,301	3.07
1892.....	22,264	3.00	9,942	2.47	32,206	2.88
1893.....	22,395	.59	10,097	1.56	32,492	.89
1894.....	23,483	4.85	10,141	.43	33,624	3.48
1895.....	23,798	1.32	10,046	<sup>1</sup> .94	33,844	.65
1896.....	24,347	2.26	10,296	2.48	34,643	2.36
1897.....	25,261	3.75	10,420	1.20	35,681	2.99
1898.....	26,243	3.88	10,578	1.51	36,821	3.19
1899.....	26,742	1.90	10,171	<sup>1</sup> 3.84	36,913	.25
1900.....	27,637	3.34	10,474	2.97	38,111	3.24
1901.....	28,741	3.99	10,660	1.77	39,401	3.38
1902.....	29,648	3.15	11,010	3.29	40,658	3.19
1903.....	29,846	.66	10,959	<sup>1</sup> .46	40,805	.36
1904.....	30,653	2.70	11,477	4.71	42,130	3.24
1905.....	<sup>2</sup> 29,566	<sup>1</sup> 3.54	<sup>2</sup> 13,844	<sup>2</sup> 20.62	43,410	3.03
1906.....	30,064	1.68	13,921	.55	43,985	1.32
1907.....	30,747	2.27	14,847	6.65	45,594	3.65
1908.....	31,167	1.34	14,921	.49	46,088	1.07
1909.....	31,985	2.62	14,966	.30	46,951	1.87
1910.....	32,336	1.09	15,106	.92	47,442	1.04

<sup>1</sup> Decrease.<sup>2</sup> Colored schools of the first nine divisions transferred to the tenth-thirteenth divisions.<sup>3</sup> See note <sup>2</sup>.

TABLE VI.—Average enrollment of pupils in the white and colored schools and the number of teachers employed for each year since 1880.

School year ending June 30—	Average enrollment.						Teachers.	
	First nine divisions.		Tenth-thirteenth divisions.		Total.		Whole number employed.	Increase.
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.		
1880.....	15,072	.....	6,573	.....	21,600	.....	434	.....
1881.....	15,494	3.10	6,567	<sup>1</sup> 0.09	22,061	2.13	461	27
1882.....	16,063	3.60	6,763	2.98	22,826	3.46	485	24
1883.....	16,524	2.80	7,070	4.53	23,594	3.36	505	20
1884.....	16,642	.71	7,225	2.19	23,867	1.11	525	20
1885.....	17,468	4.90	7,689	6.42	25,157	5.40	555	30
1886.....	18,720	7.10	8,191	6.52	26,911	6.97	595	40
1887.....	19,285	3.00	8,448	3.13	27,733	3.05	620	25
1888.....	19,762	2.40	8,791	4.06	28,553	2.95	654	34
1889.....	20,477	3.60	9,088	3.37	29,565	3.54	693	39
1890.....	21,077	2.90	9,289	2.21	30,366	2.70	745	52
1891.....	21,599	2.60	9,702	4.25	31,301	3.07	795	50
1892.....	22,264	3.00	9,942	2.47	32,206	2.89	845	50
1893.....	22,395	.59	10,097	1.56	32,492	.89	895	50
1894.....	23,483	4.85	10,141	.43	33,624	3.48	942	47
1895.....	23,798	1.32	10,046	<sup>1</sup> .94	33,844	.65	991	49
1896.....	24,347	2.26	10,296	2.48	34,643	2.36	1,031	40
1897.....	25,261	3.75	10,420	1.20	35,681	2.99	1,071	40
1898.....	26,243	3.88	10,578	1.51	36,821	3.19	1,107	36
1899.....	26,742	1.90	10,171	<sup>1</sup> 3.84	36,913	.25	<sup>2</sup> 1,159	52
1900.....	27,637	3.34	10,474	2.97	38,111	3.24	<sup>2</sup> 1,226	67
1901.....	28,741	3.99	10,660	1.77	39,401	3.38	<sup>2</sup> 1,283	57
1902.....	29,648	3.15	11,010	3.29	40,658	3.19	<sup>2</sup> 1,323	40
1903.....	29,846	.66	10,959	<sup>1</sup> .46	40,805	.36	<sup>2</sup> 1,371	48
1904.....	30,653	2.70	11,477	4.71	42,130	3.24	<sup>2</sup> 1,425	54
1905.....	<sup>3</sup> 29,566	<sup>1</sup> 3.54	<sup>4</sup> 13,844	<sup>4</sup> 20.62	43,410	3.03	<sup>2</sup> 1,478	53
1906.....	30,064	1.68	13,921	.55	43,985	1.32	<sup>2</sup> 1,536	58
1907.....	30,747	2.27	14,847	6.65	45,594	3.65	<sup>2</sup> 1,575	39
1908.....	31,167	1.34	14,921	.49	46,088	1.07	<sup>5</sup> 1,583	40
1909.....	31,985	2.62	14,966	.30	46,951	1.87	1,628	45
1910.....	32,336	1.09	15,106	.92	47,442	1.04	1,684	56

<sup>1</sup> Decrease.<sup>2</sup> Includes kindergarten teachers.<sup>3</sup> Colored schools of the first nine divisions transferred to the tenth-thirteenth divisions.<sup>4</sup> See note 3.<sup>5</sup> Thirty-two officers, librarians, and clerks, counted as teachers for 1906-7, and who were afterwards specifically eliminated as such, make a net increase of 40 teachers for 1907-8.

TABLE VII.—Average enrollment of pupils, the number of teachers employed, the cost of tuition, and rates of increase for each year since 1880.

School year ending June 30—	Average enrollment.		Teachers.		Cost (excluding rent and permanent improvements).		
	Total.	Per cent of increase.	Number employed.	Increase.	Per pupil (based on average enrollment).	Aggregate amount.	Per cent of increase.
1880.....	21,600		434		\$16.95	\$366,199.51	
1881.....	22,061	2.13	461	27	17.28	381,314.19	4.12
1882.....	22,826	3.46	485	24	17.44	398,254.54	4.44
1883.....	23,594	3.36	505	20	17.78	419,594.60	5.35
1884.....	23,867	1.11	525	20	18.22	435,032.79	3.67
1885.....	25,157	5.40	555	30	18.66	469,550.51	7.93
1886.....	26,911	6.97	595	40	17.76	477,993.67	1.79
1887.....	27,733	3.05	620	25	19.11	509,194.01	6.52
1888.....	28,553	2.95	654	34	19.11	545,717.71	7.17
1889.....	29,565	3.54	693	39	20.11	594,774.73	8.98
1890.....	30,366	2.70	745	52	21.58	655,310.08	10.17
1891.....	31,301	3.07	795	50	21.44	671,124.08	2.41
1892.....	32,206	2.89	845	50	22.49	724,521.93	7.95
1893.....	32,492	.89	895	50	23.93	776,616.53	7.19
1894.....	33,624	3.48	942	47	24.56	825,992.84	6.36
1895.....	33,844	.65	991	49	24.78	838,757.60	1.54
1896.....	34,643	2.36	1,031	40	25.23	882,273.18	5.18
1897.....	35,681	2.99	1,074	40	26.03	913,505.79	3.56
1898.....	36,821	3.19	1,107	36	26.07	959,804.34	5.05
1899.....	36,913	.25	<sup>1</sup> 1,159	52	27.13	988,415.26	2.98
1900.....	38,111	3.24	<sup>1</sup> 1,226	67	27.87	1,062,174.74	7.46
1901.....	39,401	3.38	<sup>1</sup> 1,283	57	27.70	1,091,527.38	5.75
1902.....	40,658	3.19	<sup>1</sup> 1,323	40	29.68	1,206,742.17	10.55
1903.....	40,805	.36	<sup>1</sup> 1,371	48	29.39	1,199,209.61	( <sup>2</sup> )
1904.....	42,130	3.24	<sup>1</sup> 1,425	54	30.71	<sup>3</sup> 1,293,912.44	16.22
1905.....	43,410	3.03	<sup>1</sup> 1,478	53	31.61	<sup>3</sup> 1,372,490.82	6.07
1906.....	43,985	1.32	<sup>1</sup> 1,536	58	32.94	<sup>3</sup> 1,449,211.93	5.58
1907.....	45,594	3.65	<sup>1</sup> 1,575	39	35.11	1,601,084.15	10.47
1908.....	46,088	1.07	<sup>4</sup> 1,583	40	36.78	1,695,269.48	5.88
1909.....	46,951	1.87	1,628	45	39.64	1,861,444.35	9.80
1910.....	47,442	1.04	1,684	56	41.42	1,965,458.46	5.58

<sup>1</sup> Includes kindergarten teachers.<sup>2</sup> Decrease.<sup>3</sup> Includes deficiency appropriations.<sup>4</sup> See note <sup>2</sup>, Table VI, p. 53.

TABLE VIII.—*Whole enrollment of pupils in white and colored schools, the number of teachers employed, and the cost of tuition for each year since 1880.*

School year ending June 30—	Whole enrollment.						Teachers.		Cost (excluding rent and permanent improvements).			
	First nine divisions.		Tenth-thirteenth divisions.		Total.		Whole number employed.	Increase.	Per pupil (based on whole enrollment).	Aggregate amount.	Per cent of increase.	
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.						
1880...	18,378		8,061		26,439		434		\$13.85	\$366,199.51		
1881...	19,153	4.21	8,146	1.05	27,299	3.25	461	27	13.96	381,314.19	4.12	
1882...	19,031	1.63	8,289	1.75	27,320	.07	485	24	14.57	398,254.54	4.44	
1883...	19,836	4.22	8,710	5.07	28,546	4.48	505	20	14.69	419,594.60	5.35	
1884...	21,221	6.98	9,167	5.24	30,388	6.45	525	20	14.31	435,032.79	3.67	
1885...	21,267	.21	9,598	4.70	30,865	1.56	555	30	15.21	469,550.51	7.93	
1886...	22,198	4.37	10,138	5.62	32,336	4.76	595	40	14.78	477,993.67	1.79	
1887...	23,073	3.94	10,345	2.04	33,418	5.34	620	25	15.23	509,194.01	6.52	
1888...	23,810	3.19	11,040	6.71	34,850	4.28	654	34	15.65	545,717.71	7.17	
1889...	24,594	3.29	11,170	1.17	35,764	2.62	693	39	16.62	594,774.73	8.98	
1890...	25,468	3.55	11,438	2.39	36,906	3.19	745	52	17.75	655,310.08	10.17	
1891...	26,254	3.47	12,132	6.07	38,386	4.01	795	50	17.48	671,124.08	2.41	
1892...	27,398	3.96	12,280	1.21	39,678	3.36	845	50	18.26	724,521.93	7.95	
1893...	27,435	.14	12,329	.39	39,764	.22	895	50	19.53	776,616.53	7.19	
1894...	28,445	3.68	12,233	1.78	40,678	2.29	942	47	20.30	825,992.84	6.36	
1895...	29,078	2.22	12,479	2.01	41,557	2.16	991	49	20.18	838,757.60	1.54	
1896...	29,588	1.75	12,876	3.26	42,464	2.18	1,031	40	20.59	882,273.18	5.18	
1897...	30,141	1.87	12,854	1.17	42,995	1.25	1,071	40	21.60	913,595.79	3.56	
1898...	31,723	5.24	12,975	.94	44,698	3.96	1,107	36	21.47	959,804.34	5.05	
1899...	32,766	3.28	12,794	<sup>1</sup> 1.39	45,560	1.92	<sup>2</sup> 1,159	52	21.98	988,415.26	2.98	
1900...	33,771	3.06	12,748	1.35	46,519	2.10	<sup>2</sup> 1,226	67	22.83	1,062,174.74	7.46	
1901...	34,399	1.85	13,032	2.22	47,431	1.96	<sup>2</sup> 1,283	57	23.01	1,091,527.58	5.75	
1902...	35,079	2.26	13,353	2.46	48,432	2.11	<sup>2</sup> 1,323	40	24.70	1,206,742.17	10.55	
1903...	35,493	1.12	13,252	<sup>1</sup> 1.75	48,745	.64	<sup>2</sup> 1,371	48	24.60	1,199,292.61	( <sup>1</sup> )	
1904...	36,107	1.72	13,682	3.24	49,789	2.14	<sup>2</sup> 1,425	54	25.98	<sup>3</sup> 1,293,912.44	16.22	
1905...	<sup>4</sup> 34,600	<sup>1</sup> 4.17	<sup>4</sup> 16,630	<sup>4</sup> 21.54	51,230	2.89	<sup>2</sup> 1,478	53	26.79	<sup>3</sup> 1,372,490.82	6.07	
1906...	35,201	1.73	16,791	.96	51,992	1.48	<sup>2</sup> 1,536	58	27.87	<sup>3</sup> 1,449,211.93	5.58	
1907...	35,356	.44	17,383	3.52	52,739	1.43	<sup>2</sup> 1,575	39	30.35	1,601,084.15	10.47	
1908...	36,006	2.08	17,379	.02	53,385	1.21	<sup>2</sup> 1,583	40	31.74	1,695,269.48	5.88	
1909...	37,089	3.00	17,703	1.86	54,792	2.63	1,628	45	33.97	1,861,444.35	9.80	
1910...	38,071	2.64	18,065	2.04	56,136	2.43	1,684	56	35.01	1,965,458.46	5.58	

<sup>1</sup> Decrease.<sup>2</sup> Includes kindergarten teachers.<sup>3</sup> Includes deficiency appropriations.<sup>4</sup> Colored schools of the first nine divisions transferred to the tenth-thirteenth divisions.<sup>5</sup> See note <sup>3</sup>, Table VI, p. 53.TABLE IX.—*Amount expended for rent, and sites and buildings each year from the year 1880 to 1910, inclusive.*

School year ending June 30—	Rent.	Sites and buildings.	School year ending June 30—	Rent.	Sites and buildings.
1880.....	\$28,908.35	\$74,998.24	1896.....	\$14,736.50	\$185,601.12
1881.....	26,506.11	103,416.91	1897.....	14,188.00	182,514.26
1882.....	26,472.57	253,609.73	1898.....	14,934.00	139,669.00
1883.....	14,805.33	103,141.47	1899.....	13,420.00	72,127.86
1884.....	8,742.50	103,563.94	1900.....	13,968.00	71,807.43
1885.....	7,060.00	118,400.00	1901.....	15,092.31	295,308.09
1886.....	6,919.66	61,150.04	1902.....	15,641.73	398,000.00
1887.....	7,354.00	73,085.34	1903.....	14,131.50	234,944.00
1888.....	10,215.44	239,150.77	1904.....	14,193.50	180,300.00
1889.....	14,832.00	332,312.44	1905.....	14,236.00	179,713.00
1890.....	10,000.00	230,467.39	1906.....	15,218.50	190,800.00
1891.....	9,892.00	229,078.00	1907.....	17,484.24	271,158.32
1892.....	9,602.00	220,344.47	1908.....	23,881.48	378,831.60
1893.....	8,951.25	42,270.36	1909.....	19,155.58	698,791.81
1894.....	9,825.50	66,939.60	1910.....	<sup>1</sup> 27,197.00	541,141.42
1895.....	9,648.00	66,408.91			

<sup>1</sup> Includes \$7,291 paid out of appropriation for rent of buildings or rooms to comply with compulsory education law.

## STATISTICS OF THE RESPECTIVE SCHOOL DIVISIONS.

## FIRST DIVISION.

TABLE I.—Location of buildings and distribution of schools by buildings.

Schools and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Addison, P Street between Thirty-second and Thirty-third Streets NW.....	1	1	1	2	1	1	1	.....	.....	8	8	8
Conduit Road, Conduit Road.....	.....	.....	.....	.....	4-1	.....	.....	.....	.....	1	1	1
Corcoran, Twenty-eighth Street between M Street and Olive Avenue NW.....	1	1	6-5	1	2	.....	{2-1 1}	1	.....	9	8	9
Corcoran Annex, 2801 N Street NW.....	.....	.....	.....	.....	.....	2	.....	.....	1	3	3	14
Curtis, O Street between Thirty-second and Thirty-third Streets NW.....	1	1	1	1	1	2	1	2	.....	10	10	10
Fillmore, Thirty-fifth Street between R and S Streets NW.....	1	1	1	1	1	1	1	1	.....	.....	8	8
Hyde, O Street between Thirty-second and Thirty-third Streets NW.....	1	1	1	1	1	.....	1	1	1	8	8	19
Industrial Home, Wisconsin Avenue NW.....	8-6	.....	.....	5-4	4-3	.....	2-1	.....	.....	4	4	4
Jackson, R Street between Thirtieth and Thirty-first Streets NW.....	1	1	1	1	1	1	1	1	1	9	8	110
Reservoir, Conduit Road near reservoir.....	.....	.....	6-5	.....	4-3	.....	2-1	.....	1	4	4	15
Tenley and annex, Tenley D. C.....	8-7	7-6	6-5	.....	1	1	1	2	.....	8	10	8
Threlkeld, Thirty-sixth Street and Prospect Avenue NW.....	.....	.....	1	.....	1	1	1	1	.....	5	4	5
Toner, Twenty-fourth and F Streets NW.....	1	1	1	1	1	1	2	1	1	10	8	111
Total number of schools:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1910.....	9	8	10	9	13	10	13	10	5	87	84	92
1909.....	8	7	9	9	12	9	12	9	5	80	74	85

<sup>1</sup> Includes assistant kindergarten teacher.<sup>2</sup> One room used by the Peabody library.

TABLE II.—Condition of buildings.

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Addison.....	Furnace...	Excellent.	Fair.....	Excellent.	Excellent.	Poor.....	Owned.
Conduit Road.....	Stove.....	do.....	Poor.....	Poor.....	None.....	Fair.....	Do.
Corcoran.....	Furnace...	do.....	Fair.....	Excellent.	Excellent.	Good.....	Do.
Corcoran Annex, 2801 N St. NW. <sup>1</sup>	do.....	do.....	Poor.....	Good.....	None.....	Small.....	Rented.
Curtis.....	Steam.....	do.....	Good.....	Excellent.	Excellent.	Excellent.	Owned.
Fillmore.....	Furnace...	do.....	Fair.....	Good.....	do.....	Good.....	Do.
Hyde.....	do.....	do.....	Excellent.	Excellent.	do.....	Fair.....	Do.
Industrial Home.....	Steam.....	do.....	Fair.....	do.....	Poor.....	Excellent.	(?)
Jackson.....	Furnace...	do.....	Good.....	Poor.....	Excellent.	Good.....	Owned.
Reservoir.....	do.....	do.....	Poor.....	Fair.....	do.....	Excellent.	Do.
Tenley.....	Steam.....	Good.....	do.....	Excellent.	Poor.....	do.....	Do.
Tenley Annex.....	Stoves.....	do.....	Fair.....	Poor.....	None.....	do.....	Do.
Threlkeld.....	do.....	Excellent.	do.....	do.....	Poor.....	Fair.....	Do.
Toner.....	Furnace...	do.....	Excellent.	Excellent.	Excellent.	Good.....	Do.
730 Twenty-fourth Street NW. <sup>2</sup>	Stoves.....	do.....	Poor.....	Good.....	None.....	Ample.....	Rented.
3233 N Street.....	Furnace...	do.....	do.....	do.....	do.....	do.....	Do.

<sup>1</sup> Used for grades and kindergarten.<sup>2</sup> Neither owned nor rented.<sup>3</sup> Used for manual training, cooking, cutting, and fitting.

TABLE III.—*Half-day schools.*

Building.	Half-day schools.		Grades of half-day schools, 1910.
	1910	1909	
Corcoran.....	2	4	2-1, 2
Curtis.....	2	2	1, 1
Jackson.....	2	2	1, 2
Threlkeld.....	2	2	1, 2
Toner.....	4	4	K, 1, 1-2, 2
Total.....	12	14	.....

No half-day schools above second grade in 1910.

TABLE IV.—*Distribution of pupils, by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1910.	
	1910	1909	1910	1909	1910	1909	1910	1909	Based on whole enrollment.	Based on average enrollment.
Eighth.....	9	8	303	277	258	231	252	219	33.6	29.6
Seventh.....	8	7	323	263	276	227	255	213	40.3	35.5
Sixth.....	10	9	395	332	313	286	299	268	39.5	31.3
Fifth.....	9	9	431	408	377	353	334	329	47.5	42.8
Fourth.....	13	12	466	438	403	361	409	333	35.8	32.0
Third.....	10	9	357	413	393	378	340	355	35.7	39.3
Second.....	13	12	428	400	361	331	345	307	32.9	28.7
First.....	10	9	484	453	452	382	408	349	48.4	45.2
Total.....	82	75	3,187	2,984	2,833	2,549	2,642	2,373	38.8	35.5
Kindergarten.....	5	5	225	224	148	142	129	125	47.0	30.6
Total.....	87	80	3,422	3,208	2,981	2,691	2,771	2,498	39.3	35.2

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance, 1909-10.	Cases of tardiness.		Tardiness of teachers, 1909-10.	Days substitute service.	
		1909-10	1908-9		1909-10	1908-9
September.....	96.1	150	48	4	6.0	1.0
October.....	94.9	487	305	25	34.0	13.0
November.....	93.3	489	398	15	37.5	21.0
December.....	91.0	507	417	20	29.0	46.0
January.....	90.7	592	490	21	39.5	61.0
February.....	92.7	471	280	28	52.0	32.5
March.....	93.0	342	393	14	25.0	31.0
April.....	92.7	395	296	20	22.0	8.5
May.....	91.3	447	439	20	32.5	29.5
June.....	93.2	245	224	18	7.0	13.5
Total.....	92.8	4,125	3,290	185	284.5	257.0

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School, No. 1.....	59
Other normal schools.....	3
Colleges.....	5
Kindergartens.....	10
Nongraduates of above courses, viz:	
Graduates of academies or high schools with or without advanced courses .....	12
Elementary education plus irregular or incomplete advanced courses.....	5
Total.....	92

## SECOND DIVISION.

TABLE I.—*Location of buildings and distribution of schools, by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Adams, R Street between Seventeenth Street and New Hampshire Avenue NW.....	1	1	1	1	1	1	1	1	1	9	8	10
Berret, Fourteenth and Q Streets NW.....	1	1	1	1	1	1	1	1	1	7	9	5
Chevy Chase, Connecticut Avenue extended.....	1	7-6	1	1	1	1	1	1	1	5	4	5
Chevy Chase, portables on Chevy Chase site.....					1	1				2	2	2
Chevy Chase Annex, near Chevy Chase.....									1	1	1	2
Cooke, Henry D., Seventeenth Street and Columbia Road NW.....	2	2	2	1	1	1	{2-1}	1	1	13	16	14
Dennison, S Street between Thirteenth and Fourteenth Streets NW.....	2	1	1	1	1	1	1	1	1	10	12	11
Force, Massachusetts Avenue between Seventeenth and Eighteenth Streets NW.....	1	2	2	2	2	1	1	1	1	12	12	12
Grant, G Street between Twenty-first and Twenty-second Streets NW.....	1	1	2	2	2	2	2	2	2	14	12	14
Morgan, V Street between Champlain and Eighteenth Streets.....	1	1	1	1	1	1		1	1	8	8	8
Weightman and portables, Twenty-third and M Streets NW.....	1	1	1	1	1	1	{2-1}	1	1	10	10	11
Total number of schools:												
1910.....	11	11	10	11	11	10	12	10	5	91	94	94
1909.....	12	10	12	11	14	11	13	12	4	99	115	102

<sup>1</sup> Includes assistant kindergarten teacher.<sup>2</sup> Four practice schools under the supervision of 2 normal teachers.<sup>3</sup> One room used for cooking and one for cutting and fitting.<sup>4</sup> Includes rooms in portable school buildings.TABLE II.—*Condition of building.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Adams.....	Furnace	Excellent.	Good.....	Excellent.	Good.....	Small.....	Owned.
Berret.....	do.....	Good.....	do.....	do.....	Insufficient.	Insufficient.	Do.
Chevy Chase.....	do.....	do.....	Poor.....	Very bad.	Insufficient.	Insufficient.	Do.
Chevy Chase Annex, Northampton Street and Belt Road.....	Stove.....	do.....	Fair.....	Fair.....	Excellent.	Excellent.	Rented.
Chevy Chase portable No. 1.....	Furnace	Excellent.	Good.....	Very bad.	Excellent.	Excellent.	Owned.
Chevy Chase portable No. 2.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Cooke.....	do.....	do.....	Excellent.	Excellent.	do.....	do.....	Do.
Dennison.....	Steam.....	do.....	Good.....	do.....	do.....	do.....	Do.
Force.....	do.....	do.....	Poor.....	do.....	do.....	do.....	Do.
Grant.....	do.....	do.....	Good.....	do.....	do.....	Good.....	Do.
Morgan.....	Furnace	do.....	Excellent.	Excellent.	do.....	do.....	Do.
Weightman.....	do.....	do.....	Good.....	do.....	do.....	Excellent.	Do.
Weightman portable No. 1.....	do.....	Good.....	do.....	None.....	do.....	Good.....	Do.
Weightman portable No. 2.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.

<sup>1</sup> Used for manual training, cooking, and cutting and fitting.

TABLE III.—*Half-day schools.*

Building.	Half-day schools.		Grades of half-day schools, 1910.
	1910	1909	
Adams.....	2	.....	1, 2
Chevy Chase.....	2	2	1, 2
Force.....	.....	2	.....
Grant.....	4	4	1, 1, 2, 2
Weightman.....	.....	2	.....
Total.....	8	10	.....

No half-day schools above second grade in 1910.

TABLE IV.—*Distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1910.	
	1910	1909	1910	1909	1910	1909	1910	1909	Based on whole enrollment.	Based on average enrollment.
Eighth.....	11	12	407	497	359	429	339	403	37.0	33.6
Seventh.....	11	10	452	498	405	454	364	428	41.0	37.8
Sixth.....	10	12	465	506	373	446	364	413	46.5	38.3
Fifth.....	11	11	486	555	429	466	398	439	44.1	40.0
Fourth.....	11	14	451	554	386	485	361	455	41.0	36.0
Third.....	10	11	431	530	359	448	337	422	43.1	35.9
Second.....	12	13	437	527	389	449	363	411	36.4	33.4
First.....	10	12	517	574	389	465	352	416	51.7	38.9
Total.....	86	95	3,646	4,241	3,089	3,642	2,878	3,387	42.3	36.9
Kindergarten.....	5	4	240	171	138	105	119	89	48.0	28.6
Total.....	91	99	3,866	4,412	3,227	3,747	2,997	3,476	43.0	36.3

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attendance, 1909-10.	Cases of tardiness.		Tardi- ness of teachers, 1909-10.	Days substitute service.	
		1909-10	1908-9		1909-10	1908-9
September.....	96.4	216	182	.....	18.5	8.0
October.....	96.5	740	679	15	42.5	41.0
November.....	94.1	716	834	17	67.5	44.0
December.....	92.1	789	834	20	34.0	24.5
January.....	90.0	932	1,062	15	81.0	45.5
February.....	92.4	801	598	17	37.5	54.0
March.....	92.1	587	873	13	92.5	67.0
April.....	92.4	603	640	13	51.5	72.0
May.....	91.7	701	922	19	42.0	18.5
June.....	91.9	449	499	9	40.5	28.5
Total.....	92.8	6,534	7,123	138	507.5	403.3

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	63
Other normal schools.....	6
Colleges.....	2
Kindergartens.....	10
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	5
Elementary education plus irregular or incomplete advanced courses.....	8
Total.....	94

## THIRD DIVISION.

TABLE I.—*Location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Brightwood, Brightwood.....	8-7	1	1	4-3		2-1				5	18	5
Brightwood Park, Ninth and Ingraham Streets NW.....				4-3		1	1	1	4	4	25	
Harrison, Thirteenth Street, between V and W Streets NW.....		1	1	1	1	1	1	1	8	8	29	
Hubbard and portable, Kenyon Street, between Eleventh and Twelfth Streets.....	1	1	1	1	2	1	1	1	10	29	211	
Johnson and annex, School and Lamont Streets NW.....	1	1	1	1	1		1	1	8	12	8	
Monroe, Columbia Road, between Georgia and Sherman Avenues.....	8-7		1	1	4-3	1	1	1	1	9	8	210
Petworth, Petworth.....	1	1	1	1	1	1	1	2	1	10	8	211
Phelps, Vermont Avenue, between T and U Streets NW.....	1	1	1	1	1	1	1	1	1	9	8	210
Powell, School Street near Park Road.....			6-5		4-3	1	2-1		1	5	8	26
Ross and portables, Harvard Street, between Eleventh and Thirteenth Streets NW.....	1	1	1	2	1	1	2	2	1	12	610	213
Takoma, Takoma.....	1	1	1	1	1	1	1	1		8	8	8
Woodburn, Riggs and Blair Roads.....	8-6			5-4		3-2		1		4	4	4
Total number of schools:												
1910.....	9	7	10	11	13	10	12	12	8	92	95	100
1909.....	8	6	9	9	10	9	10	10	6	77	74	83

<sup>1</sup> One room vacant, 1 room used for manual training, and 1 room for cooking school.

<sup>2</sup> Including assistant kindergarten teacher.

<sup>3</sup> Including one room in portable school building.

<sup>4</sup> Annex of 4 rooms vacated during the year.

<sup>5</sup> Including two rooms in portable school buildings.

TABLE II.—*Condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Brightwood.....	Steam ..	Excellent	Fair.....	Excellent	Poor <sup>1</sup> .....	Fair <sup>2</sup> .....	Owned.
Brightwood Park.....	Furnace and gas engine.	do.....	Good <sup>3</sup> .....	do.....	Very good.	Poor <sup>4</sup> .....	Do.
Harrison.....	Furnace	do.....	do.....	do.....	Good	Fair .....	Do.
Hubbard.....	Furnace and fan.	do.....	do.....	do.....	Excellent	Excellent.	Do.
Johnson.....	Furnace	do.....	do.....	do.....	Good.....	Fair.....	Do.
Johnson annex.....	Stoves ..	Good.....	Poor.....	do.....	None.....	do.....	Do.
Monroe.....	Furnace	Excellent	Fair.....	do.....	Good <sup>5</sup> .....	do.....	Do.
Petworth.....	Furnace and fan.	do.....	Good.....	do.....	Excellent <sup>7</sup> .....	do.....	Do.
Phelps.....	Furnace	do.....	do.....	do.....	Poor <sup>6</sup> .....	Poor.....	Do.
Powell.....	Furnace and fan.	do.....	do.....	do.....	do.....	do.....	Do.
Ross.....	do .....	Excellent	Excellent	Excellent	Excellent	Excellent.	Do.
Takoma.....	do .....	do.....	do.....	do.....	do <sup>7</sup> .....	Good <sup>8</sup> .....	Do.
Woodburn.....	Furnace	do.....	Good.....	Poor.....	do.....	Excellent.	Do.
3224 Eleventh Street NW. <sup>9</sup>	Stoves ..	Fair.....	do.....	do.....	Practically none. <sup>11</sup>	None.....	Rented.
3226 Eleventh Street NW. <sup>9</sup>	do.....	do.....	do.....	do.....	None.....	do.....	Do.
3232 Eleventh Street NW. <sup>10</sup>	do.....	do.....	do.....	Good.....	do.....	do.....	Do.
3234 Eleventh Street NW. <sup>10</sup>	do.....	Good.....	do.....	do.....	do.....	do.....	Do.

<sup>1</sup> The basement floors of this building are brick; should be concrete; are insanitary.<sup>2</sup> Concrete driveway should be built from the gate to the coal chute.<sup>3</sup> Ventilation not as good as in other buildings with same system.<sup>4</sup> Not fenced in or properly graded; no good walks.<sup>5</sup> No proper playroom for girls; good room for boys.<sup>6</sup> Boys' playroom used for fuel room.<sup>7</sup> For boys only.<sup>8</sup> Excellent in size; needs proper grading and drainage.<sup>9</sup> Used for cooking and cutting and fitting classes.<sup>10</sup> Used for manual-training classes.<sup>11</sup> Not over 8 feet in depth.TABLE III.—*Half-day schools.*

Building.	Half-day schools.		Grades of half-day schools, 1910.
	1910	1909	
Hubbard.....	2	2	1, 2
Monroe.....	2	2	1, 2
Petworth.....	2	2	1, 2
Phelps.....	2	2	1, 2
Ross.....	4	2	1, 1, 2, 2
Total.....	12	10	.....

No half-day schools above second grade in 1910.

TABLE IV.—*Distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1910.	
	1910	1909	1910	1909	1910	1909	1910	1909	Based on whole enrollment.	Based on average enrollment.
Eighth.....	9	8	308	265	277	233	257	219	34.2	31.7
Seventh.....	7	6	358	293	318	269	301	254	51.1	46.4
Sixth.....	10	9	429	390	405	342	380	316	42.9	40.5
Fifth.....	11	9	507	369	459	340	422	320	46.0	42.7
Fourth.....	13	10	514	394	448	361	416	335	39.5	35.4
Third.....	10	9	490	393	448	339	414	314	49.0	44.8
Second.....	12	10	473	369	392	327	388	302	39.4	33.6
First.....	12	10	556	462	485	384	450	352	46.2	41.4
Total.....	84	71	3,635	2,935	3,232	2,595	3,028	2,412	43.2	39.4
Kindergarten.....	8	6	324	240	238	165	213	146	40.5	30.7
Total.....	92	77	3,959	3,175	3,470	2,760	3,241	2,558	43.0	38.7

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance, 1909-10.	Cases of tardiness.		Tardiness of teachers, 1909-10.	Days substitute service.	
		1909-10	1908-9		1909-10	1908-9
September.....	97.1	111	73	2	6.0	10.0
October.....	95.7	440	343	6	12.0	53.5
November.....	94.4	471	421	22	30.0	21.5
December.....	92.1	437	449	18	17.5	11.5
January.....	90.6	628	513	11	96.0	46.5
February.....	92.7	471	365	14	62.0	12.0
March.....	93.1	393	360	5	26.0	33.0
April.....	93.3	421	252	11	55.0	7.0
May.....	92.5	526	471	4	52.5	16.5
June.....	94.2	280	273	8	40.5	14.0
Total.....	93.4	4,178	3,520	101	397.5	225.5

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	64
Other normal schools.....	8
Colleges.....	4
Kindergartens.....	16
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	6
Elementary education plus irregular or incomplete advanced courses.....	2
Total.....	100

## FOURTH DIVISION.

TABLE I.—Location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Abbot, Sixth Street and New York Avenue NW.	1	1	1	2	1	$\begin{Bmatrix} 2-1 \\ 1 \end{Bmatrix}$	1	1	9	9	9	
Franklin, Thirteenth and K Streets NW.	1	1	2	2	2	2	2	2	9	17	5	
Henry, P Street between Sixth and Seventh Streets NW.	1	2	1	2	2	3	1	1	12	12	12	
Morse, R Street between New Jersey Avenue and Fifth Street NW.	1	1	2	1	1	2	1	2	1	9	8	$\frac{3}{10}$
Polk, Seventh and P Streets NW.	1	2	1	1	1	1	3	1	10	8	$\frac{3}{11}$	
Thomson, Twelfth Street between K and L Streets NW.	1	2	2	2	2	2	2	2	5	6	5	
1017 Twelfth Street NW.	1	2	2	2	2	2	2	2	1	3	4	$\frac{3}{4}$
Twining, Third Street between N and O Streets NW.	1	1	1	1	1	1	1	1	8	8	8	
Webster, Tenth and H Streets NW.	1	1	2	2	2	2	2	2	14	12	14	
Total number of schools:												
1910.	8	8	8	9	11	11	10	11	3	79	85	78
1909.	10	10	11	12	15	12	14	16	5	105	104	103

<sup>1</sup> Eight practice schools under the supervision of 4 normal teachers.<sup>2</sup> Six rooms used for normal school and 5 for other purposes.<sup>3</sup> Includes assistant kindergarten teacher.<sup>4</sup> One room used for manual training and cooking school.

TABLE II.—Condition of buildings.

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Abbot.	Furnace and hot water.	Excellent <sup>1</sup>	Fair.	Excellent.	None.	None.	Owned.
Franklin.	Steam.	do <sup>2</sup>	Poor.	Good.	Excellent <sup>3</sup>	do.	Do.
Henry.	do.	do <sup>4</sup>	Fair.	do.	{Boys', poor. Girls', good. <sup>5</sup>	Good.	Do.
Morse.	Furnace <sup>6</sup> .	Excellent.	Good.	Excellent.	Fair.	do.	Do.
Polk.	Furnace.	do.	do.	do.	Good.	Girls', small.	Do.
Thomson.	do.	Fair.	Poor.	Poor.	Insufficient.	None.	Do.
Twining.	do.	Excellent.	Good.	Excellent.	Fair.	{Girls', excellent Boys', poor. <sup>7</sup>	Do.
Webster.	Steam.	do <sup>8</sup> .	Poor.	do.	do.	None.	Do.
1017 Twelfth Street NW. <sup>9</sup>	do.	Fair.	Good.	Good.	None.	do.	Rented.
607-609 O Street NW. <sup>10</sup>	do.	Good.	Poor.	Fair.	do.	do.	Do.
212 H Street NW. <sup>11</sup>	Hot water.	Fair.	do.	Very good.	do.	do.	Do.
624-626 O Street NW. <sup>12</sup>	Steam.	Good.	do.	Fair.	do.	do.	Do.
1622 Seventh Street NW. <sup>13</sup>	Furnace.	Poor.	do.	do.	do.	do.	Do.
1023 Twelfth Street NW. <sup>14</sup>	do.	Excellent.	Fair.	do.	do.	do.	Do.
1213 Twelfth Street NW.	do.	Poor.	Poor.	Good.	do.	Small.	Do.
1626 Seventh Street NW. <sup>15</sup>	do.	Fair.	do.	Fair.	do.	None.	Do.

<sup>1</sup> Six rooms excellent; 3 good.<sup>2</sup> Five rooms poor.<sup>3</sup> Boys' playrooms insufficient.<sup>4</sup> Southwest rooms poor.<sup>5</sup> Too small.<sup>6</sup> Provision should be made for an extra furnace or for a larger one.<sup>7</sup> Unfit for ordinary use on account of muddy condition.<sup>8</sup> Poor in 4 rooms; fair in 2 rooms; satisfactory in 6 rooms.<sup>9</sup> Used by kindergartens, grades, and offices.<sup>10</sup> Used for cooking, cutting and fitting, and McKinley Manual Training School classes.<sup>11</sup> Used for manual training, cooking, and cutting and fitting classes.<sup>12</sup> Used for manual training classes and classes of McKinley Manual Training School.<sup>13</sup> Used for classes of McKinley Manual Training School.<sup>14</sup> Used for manual training and cooking classes.<sup>15</sup> Latrobes.

TABLE III.—*Half-day schools.*

Buildings.	Half-day schools.		Grades of half-day schools, 1910.
	1910	1909	
Abbot .....		2	
Morse .....	2	4	1, 2
Polk .....	4	4	1, 1, 1, 2
Webster .....	4	4	1, 1, 2, 2
Total .....	10	14	

No half-day schools above second grade in 1910.

TABLE IV.—*Distribution of pupils by grades, attendance, and average number per teacher.*

Grades.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1910.	
	1910	1909	1910	1909	1910	1909	1910	1909	Based on whole enrollment.	Based on average enrollment.
Eighth .....	8	10	304	410	273	354	262	339	38.0	35.1
Seventh .....	8	10	357	436	312	383	295	362	44.6	40.0
Sixth .....	8	11	335	478	293	437	277	414	41.8	37.6
Fifth .....	9	12	416	542	351	480	328	450	46.2	40.0
Fourth .....	11	15	404	552	363	475	341	467	36.7	34.0
Third .....	11	12	397	553	360	473	339	424	36.0	33.7
Second .....	10	14	383	506	324	479	301	417	38.3	32.4
First .....	11	16	498	648	408	583	341	509	45.1	38.0
Total .....	76	100	3,094	4,125	2,684	3,664	2,484	3,412	40.7	36.3
Kindergarten .....	3	5	144	216	99	152	87	133	48.0	34.0
Total .....	79	105	3,238	4,341	2,783	3,816	2,571	3,545	40.9	36.2

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Months.	Percentage of attendance, 1909-10.	Cases of tardiness.		Tardiness of teachers, 1909-10.	Days substitute service.	
		1909-10	1908-9		1909-10	1908-9
September .....	96.0	90	56	3	3.0	12.0
October .....	94.7	474	306	16	17.0	47.5
November .....	95.0	553	411	13	64.5	18.5
December .....	93.0	526	420	13	90.5	35.5
January .....	92.3	570	483	16	137.5	44.5
February .....	93.5	413	294	12	89.0	69.5
March .....	94.1	346	391	10	30.0	56.5
April .....	91.3	360	285	8	34.5	27.0
May .....	93.1	486	440	11	43.0	12.0
June .....	93.8	213	291	4	13.0	18.5
Total .....	93.7	4,031	3,377	106	522.0	341.5

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	46
Other normal schools.....	.....
Colleges.....	2
Kindergartens.....	7
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	6
Elementary education, plus irregular or incomplete advanced courses.....	9
Total.....	78

## FIFTH DIVISION.

TABLE I.—*Location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Arthur, Arthur Place NW.....	8-7	1	1	1	1	1	2	1	9	8	110	
Blake, North Capitol Street, between K and L Streets, NW.....	1	1	1	1	1	1	1	1	7	8	7	
Brookland, Brookland, D. C.....	1	1	1	{ <sup>1</sup> <sub>5-4</sub> }	1	1	1	2	1	11	12	112
Eckington, First and Quincy Streets NE.....	1	1	1	1	1	1	1	1	1	8	8	19
Emery, Lincoln Avenue and Prospect Street NE.....	1	3	2	2	2	2	2	2	1	17	16	118
Gage, Second Street, above U Street NW.....	1	2	1	2	{ <sup>4-3</sup> <sub>1</sub> }	1	2	2	1	14	12	115
Gales, First and G Streets NW.....	1	1	2	2	1	2	1	1	11	<sup>2</sup> 12	11	
Langdon, Langdon.....	1	1	1	1	1	1	1	1	8	<sup>3</sup> 10	8	
Seaton, I Street, between Second and Third Streets NW.....	1	1	1	1	1	1	2	2	2	12	12	10
Total number of schools:												
1910.....	9	9	11	13	11	11	12	14	7	97	98	100
1909.....	8	7	9	11	9	10	10	10	5	79	82	84

<sup>1</sup> Includes assistant kindergarten teacher.<sup>2</sup> One room used by an ungraded class.<sup>3</sup> One room used by a cooking school and one room vacant.<sup>4</sup> Four practice schools under the supervision of two normal teachers.TABLE II.—*Condition of buildings.*

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Arthur.....	Furnace...	Excellent.	Good.....	Excellent.	Excellent.	Excellent.	Owned.
Blake.....	do.....	do.....	do.....	do.....	do. <sup>1</sup> .....	Small.....	Do.
Brookland.....	Steam.....	do. <sup>2</sup> .....	do.....	do.....	do. <sup>3</sup> .....	Insufficient	Do.
Eckington.....	Furnace.....	do.....	Excellent.	do.....	do.....	do.....	Do.
Emery.....	Steam.....	do. <sup>2</sup> .....	Good.....	do.....	do.....	do.....	Do.
Gage.....	Furnace and hot water.	do.....	Excellent.	do.....	Good.....	Small.....	Do.
Gales.....	Steam.....	do.....	do.....	do.....	Fair.....	Parking...	Do.
Langdon.....	Furnace.....	do.....	do.....	do.....	Excellent.	Ample....	Do.
Seaton.....	Steam.....	do.....	Poor.....	do.....	Good.....	Good.....	Do.
Brookland Manual Training, Bunker Hill Road. <sup>4</sup>	Stoves.....	Fair.....	Fair.....	Poor.....	None.....	None.....	Rented.

<sup>1</sup> In this school the boys' playroom is used as a coal vault. Vault should be built to relieve playroom.<sup>2</sup> Except in four rooms.<sup>3</sup> Inconvenient access to one playroom.<sup>4</sup> Used for manual training.

TABLE III.—*Half-day schools.*

Buildings.	Half-day schools.		Grades of half-day schools, 1910.
	1910	1909	
Arthur.....	2	2	1,2
Carbery.....	(1) 2	2	2,2
Emery.....	2	.....	1,1,2,2
Gage.....	4	.....	.....
Total.....	8	4	.....

<sup>1</sup> Transferred to 7th division.

No half-day schools above second grade in 1910.

TABLE IV.—*Distribution of pupils by grades, attendance, and average number per teacher.*

Grades.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1910.	
	1910	1909	1910	1909	1910	1909	1910	1909	Based on whole enrollment.	Based on average enrollment.
Eighth.....	9	8	352	296	282	275	269	261	39.1	31.3
Seventh.....	9	7	416	319	351	234	332	224	46.2	39.0
Sixth.....	11	9	480	406	408	349	385	327	43.6	37.0
Fifth.....	13	11	577	459	451	396	425	392	44.3	34.6
Fourth.....	11	9	475	366	446	357	398	323	43.1	40.5
Third.....	11	10	483	409	397	349	398	318	43.9	36.0
Second.....	12	10	492	407	400	344	374	331	41.0	33.3
First.....	14	10	658	413	539	369	495	329	47.0	38.5
Total.....	90	74	3,933	3,075	3,274	2,673	3,076	2,505	43.7	36.3
Kindergarten.....	7	5	300	234	215	169	190	148	42.8	30.7
Total.....	97	79	4,233	3,309	3,489	2,842	3,266	2,653	43.6	35.9

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Months.	Percentage of attendance, 1909-10.	Cases of tardiness.		Tardiness of teachers, 1909-10.	Days substitute service.	
		1909-10	1908-9		1909-10	1908-9
September.....	97.6	126	113	13	4.0	12.5
October.....	96.6	453	504	33	15.0	47.5
November.....	94.2	472	522	28	44.0	45.5
December.....	92.5	538	457	20	54.0	21.0
January.....	91.7	575	505	28	102.5	44.5
February.....	92.7	454	334	20	80.5	15.0
March.....	93.4	405	465	11	79.0	34.0
April.....	92.7	468	297	23	37.0	27.0
May.....	92.7	530	446	14	16.5	12.5
June.....	95.9	225	273	7	35.0	14.0
Total.....	93.5	4,246	3,916	197	467.5	273.5

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	66
Other normal schools.....	5
Colleges.....	2
Kindergartens.....	12
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	8
Elementary education plus irregular or incomplete advanced courses.....	7
Total.....	100

## SIXTH DIVISION.

TABLE I.—*Location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Benning, Benning.....	8-7	.....	6-5	.....	4-3	3-2	2-1	.....	.....	4	4	4
Blair, I Street between Sixth and Seventh Streets NE.....	1	1	1	1	1	1	1	1	1	9	8	10
Blow, Nineteenth Street and Benning Road NE.....	.....	1	2	1	1	1	1	1	.....	8	8	8
Hamilton, Bladensburg Road.....	.....	6-5	.....	4-3	.....	2-1	.....	.....	.....	3	4	3
Hayes, Fifth and K Streets NE.....	1	1	1	1	1	1	1	1	.....	8	8	8
Kenilworth, Kenilworth.....	8-7	.....	6-5	.....	4-3	.....	2-1	.....	.....	4	4	4
Ludlow, G and Sixth Streets NE.....	1	1	1	1	1	1	1	1	.....	8	8	8
Madison, Tenth and G Streets NE.....	1	1	1	1	2	1	1	1	.....	9	8	9
Pierce, G and Fourteenth Streets NE.....	1	1	1	1	1	1	1	1	.....	9	8	10
Taylor, Seventh Street, near G NE.....	1	1	1	1	1	1	1	1	.....	8	8	10
Webb, Fifteenth and Rosedale Streets NE.....	1	1	.....	1	1	1	2	1	.....	9	8	10
Wheatley, Twelfth and N Streets NE.....	1	1	1	1	1	1	{2-1}	2	1	10	8	11
Total number of schools:												
1910.....	10	9	12	9	13	9	13	10	5	90	84	95
1909.....	9	9	11	10	11	12	11	13	5	91	85	96

<sup>1</sup> Includes assistant kindergarten teacher.TABLE II.—*Condition of buildings.*

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Benning <sup>1</sup> .....	Stoves..	Good.....	None.....	Poor.....	None.....	Good.....	Owned.
Blair.....	Furnace	Excellent.	Good.....	Excellent.	Excellent.	Ample.....	Do.
Blow.....	do.....	do.....	Excellent.	do.....	do.....	Excellent.	Do.
Hamilton.....	Stoves..	Good.....	None.....	Poor.....	None.....	Good.....	Do.
Hayes.....	Furnace	Excellent.	Excellent.	Good.....	Excellent.	Boys', fair; girls', small.	Do.
Kenilworth <sup>1</sup> .....	do.....	do.....	do.....	Poor.....	do.....	Good.....	Do.
Ludlow.....	do.....	do.....	do.....	Excellent.	do.....	Excellent.	Do.
Madison.....	do.....	do.....	Fair.....	do.....	do.....	Small.....	Do.
Pierce.....	do.....	do.....	do.....	do.....	do.....	Boys', very small; girls', small.	Do.
Taylor.....	do.....	do.....	do.....	do.....	do.....	Small.....	Do.
Webb.....	do.....	do.....	Excellent.	do.....	do.....	Ample.....	Do.
Wheatley.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
1338 H Street NE. <sup>2</sup> .....	Stove...	Good.....	Fair.....	Fair.....	None.....	Small.....	Rented.
Northeast Industrial <sup>3</sup> .....	Furnace	do.....	Poor.....	do.....	do.....	Ample.....	Do.

<sup>1</sup> Transferred to this division March, 1908.<sup>2</sup> Used for cooking school.<sup>3</sup> Used for manual training, cooking, and cutting and fitting.

TABLE III.—*Half-day schools.*

Buildings.	Half-day schools.		Grades of half-day schools, 1910.
	1910	1909	
Blair.....	2	2	1, 2
Madison.....	2	2	1, 2
Pierce.....	2	2	1, 2
Taylor.....	2	2	1, 2
Webb.....	2	4	1, 2
Wheatley.....	4	4	K, 1, 1-2, 2
Total.....	14	16	.....

No half-day schools above second grade in 1910.

TABLE IV.—*Distribution of pupils by grades, attendance, and average number per teacher.*

Grades.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1910.	
	1910	1909	1910	1909	1910	1909	1910	1909	Based on whole enrollment.	Based on average enrollment.
Eighth.....	10	9	306	284	253	248	229	235	30.6	25.3
Seventh.....	9	9	341	343	304	298	286	282	37.8	33.7
Sixth.....	12	11	390	383	338	342	329	321	32.5	28.1
Fifth.....	9	10	384	446	349	385	328	377	42.6	38.7
Fourth.....	13	11	495	393	442	384	380	347	38.0	34.0
Third.....	9	12	429	480	371	445	351	416	47.6	41.2
Second.....	13	11	412	426	357	382	372	357	31.6	27.4
First.....	10	13	486	561	407	457	371	419	48.6	40.7
Total.....	85	86	3,243	3,316	2,821	2,941	2,646	2,754	38.1	33.1
Kindergarten.....	5	5	196	198	149	155	135	139	39.2	29.8
Total.....	90	91	3,439	3,514	2,970	3,096	2,781	2,893	38.2	33.0

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Months.	Percentage of attendance, 1909-10.	Cases of tardiness.		Tardiness of teachers, 1909-10.	Days substitute service.	
		1909-10	1908-9		1908-9	1909-10
September.....	97.4	90	141	.....	22.5	1.0
October.....	95.4	359	518	14	72.0	58.0
November.....	93.8	363	673	26	87.0	31.5
December.....	92.3	403	649	22	60.5	49.5
January.....	91.7	463	652	23	99.5	72.0
February.....	95.6	339	522	11	49.0	51.5
March.....	89.4	327	606	8	36.5	48.0
April.....	93.2	371	452	12	53.5	50.5
May.....	92.2	483	610	20	39.5	44.0
June.....	93.9	196	424	4	37.5	15.0
Total.....	94.9	3,394	5,247	140	557.5	421.0

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	69
Other normal schools.....	5
Colleges.....	0
Kindergartens.....	10
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	7
Elementary education plus irregular or incomplete advanced courses.....	7
Total.....	95

## SEVENTH DIVISION.

TABLE I.—Location of buildings and distribution of schools, by buildings.<sup>1</sup>

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Brent, Third and D Streets SE.....	1	1	1	1	1	1	1	1	....	8	8	8
Carbery, Fifth, between D and E Streets NE.....	1	1	1	1	1	1	1	1	1	9	8	10
Dent, Second Street and South Carolina Avenue SE.....	1	1	1	1	1	1	1	2	1	9	8	10
Edmonds, Ninth and D Streets NE.....	1	1	1	1	1	2	1	1	....	9	8	9
Hilton, Sixth Street, between B and C Streets NE.....	1	1	1	1	1	1	2-1	2	....	10	8	10
Maury, B Street, between Twelfth and Thirteenth Streets NE.....	1	1	1	1	1	1	1-1	1	....	9	8	9
Peabody, Fifth and C Streets NE.....	1	2	3	2	2	1	1	1	1	14	12	15
Towers, Eighth and C Streets SE.....	1	1	1	1	1	1	1	3	....	10	8	10
Wallach, D Street between Seventh and Eighth Streets SE.....	1	1	2	2	3	2	2	....	1	14	14	15
Total number of schools:												
1910.....	8	10	12	11	12	11	12	12	4	92	82	96
1909.....	7	9	10	12	11	11	12	10	3	85	74	88

<sup>1</sup> Includes assistant kindergarten teacher.

TABLE II.—Condition of buildings.

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Brent.....	Furnace.....	Excellent.....	Good.....	Excellent.....	Small.....	Ample.....	Owned.
Carbery.....	do.....	do.....	do.....	do.....	Fair <sup>1</sup> .....	Small.....	Do.
Dent.....	do.....	do.....	Excellent.....	do.....	Small.....	Ample.....	Do.
Edmonds.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
French <sup>2</sup> .....	do.....	do.....	do.....	do.....	None.....	None.....	Do.
Hilton.....	do.....	do.....	do.....	do.....	Small.....	Small.....	Do.
Maury.....	do.....	do.....	do.....	do.....	do.....	Fair.....	Do.
Peabody.....	Steam.....	do.....	do.....	do.....	do.....	Small.....	Do.
Towers.....	Furnace.....	do.....	do.....	do.....	do.....	Ample.....	Do.
Wallach.....	Steam.....	do.....	do.....	Fair.....	do.....	do.....	Do.
646 Massachusetts Avenue NE, <sup>3</sup>	Stoves.....	Good.....	Fair.....	do.....	None.....	None.....	Rented.

<sup>1</sup> In this school the boys' playroom is used as a coal vault. Vault should be built to relieve playroom.<sup>2</sup> Used for manual training, cooking, and cutting and fitting.<sup>3</sup> Used for manual training and cooking.

TABLE III.—Half-day schools.

Buildings.	Half-day schools.		Grades of half-day schools, 1910.
	1910	1909	
Brent.....		2	
Carbery.....	2	( <sup>1</sup> )	1,2
Dent.....	2	4	1,2
Edmonds.....	2	2	1,2
Hilton.....	4	2	1,1,1-2,2
Maury.....	2	2	1,2
Peabody.....	2	2	1,2
Towers.....	4	4	1,1,1,2
Wallach.....		2	
Total.....	18	20	

<sup>1</sup> See fifth division for 1909.

No half-day schools above second grade in 1910.

TABLE IV.—*Distribution of pupils by grades, attendance, and average number per teacher.*

Grades.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1910.	
	1910	1909	1910	1909	1910	1909	1910	1909	Based on whole enrollment.	Based on average enrollment.
Eighth.....	8	7	347	305	300	269	286	256	43.3	37.5
Seventh.....	10	9	437	423	372	363	353	344	43.7	37.2
Sixth.....	12	10	555	495	486	446	460	420	46.2	40.5
Fifth.....	11	12	517	553	448	509	419	481	47.0	40.7
Fourth.....	12	11	500	479	454	448	428	420	41.6	37.8
Third.....	11	11	455	460	408	419	387	396	41.3	37.0
Second.....	12	12	443	416	437	383	408	384	36.9	36.4
First.....	12	10	543	469	429	401	395	349	45.2	35.7
Total.....	88	82	3,797	3,600	3,334	3,238	3,136	3,050	43.1	37.8
Kindergarten.....	4	3	169	151	137	107	121	93	42.2	34.2
Total.....	92	85	3,966	3,751	3,471	3,345	3,257	3,143	43.1	37.7

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Months.	Percent- age of attendance, 1909-10.	Cases of tardiness.		Tardi- ness of teachers, 1909-10.	Days substitute service.	
		1909-10	1908-9		1909-10	1908-9
September.....	97.2	57	28	4	34.0	12.0
October.....	96.2	226	171	12	55.0	25.0
November.....	94.2	288	211	41	31.0	34.0
December.....	92.6	276	231	24	36.0	56.0
January.....	91.6	394	281	28	32.5	90.5
February.....	93.7	231	149	29	72.5	83.0
March.....	93.8	260	247	7	54.5	46.0
April.....	93.7	222	179	13	37.0	38.0
May.....	93.4	277	292	12	30.0	27.5
June.....	93.7	112	137	11	13.5	27.0
Total.....	93.9	2,343	1,926	181	396.0	439.0

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	65
Other normal schools.....	6
Colleges.....	1
Kindergartens.....	8
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	12
Elementary education plus irregular or incomplete advanced courses.....	4
Total.....	96

## EIGHTH DIVISION.

TABLE I.—Location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Amidon, Sixth and F Streets SW.....	1	1	1	1	1	2	2	2	.....	10	8	10
Bowen, Sayles J., Third and K Streets SW.....	1	1	1	1	2	1	1	1	.....	8	8	8
Bradley, Linworth Place SW.....	1	1	1	1	1	2	1	2	.....	10	8	10
Greenleaf, Four-and-a-half Street, between M and N Streets SW.....	2	3	3	3	3	2	2	2	2-1	10	8	10
Jefferson and portable, Sixth and D Streets SW.	2	3	3	3	3	2	1	3	1	21	22	22
Potomac, Twelfth Street, between Maryland Avenue and E Street SW.....	1	1	1	1	1	1	1	1	.....	4	4	4
Smallwood, I Street, between Third and Four-and-a-half Streets SW.....	1	1	1	1	1	1	2-1	1	1	10	8	11
Van Ness, Fourth and M Streets SE.....	1	1	1	1	1	1	3-2	1	2	9	8	10
Total number of schools:												
1910.....	5	6	9	10	11	13	11	14	3	82	73	85
1909.....	5	5	8	10	11	13	12	13	4	81	73	85

<sup>1</sup> One room used as office of supervising principal and one room as cooking school. Includes also one room in portable school building.

<sup>2</sup> Includes assistant kindergarten teacher.

TABLE II.—Condition of buildings.

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Amidon.....	Furnace	Excellent.	Excellent.	Excellent.	Excellent.	Small.....	Owned.
Bowen, Sayles J.....	Steam	Insufficient.	do.....	do.....	Good.....	Excellent.	Do.
Bradley.....	Furnace	Excellent.	Good.....	do.....	Small.....	Small.....	Do.
Greenleaf.....	do.....	do.....	Excellent.	Good.....	do.....	do.....	Do.
Jefferson.....	Steam	do. <sup>1</sup>	Fair.....	Excellent.	Excellent.	Excellent.	Do.
Potomac <sup>1</sup> .....	Stoves	do.....	do.....	Poor.....	None.....	Small.....	Do.
Smallwood.....	Furnace	do.....	Good.....	New closets.	Small.....	do.....	Do.
Van Ness.....	do.....	do.....	Excellent.	Excellent.	Excellent.	Excellent.	Do.
494 Maryland Avenue SW. <sup>2</sup>	Stoves.	Good.....	Poor.....	Good.....	None.....	Small.....	Rented.

<sup>1</sup> Eight rooms insufficient.

<sup>2</sup> To be abandoned.

<sup>3</sup> Used for cutting and fitting.

TABLE III.—Half-day schools.

Buildings.	Half-day schools.		Grades of half-day schools, 1910.	Number above second grade, 1910.
	1910	1909		
Amidon.....	4	4	1, 1, 2, 2	.....
Bowen, Sayles J.....	2	2	.....	.....
Bradley.....	4	2	1, 1, 2, 3	1
Greenleaf.....	4	4	1, 1, 1-2, 2	.....
Jefferson.....	4	4	1, 1, 1, 2	.....
Smallwood.....	4	4	1, 1, 2, 2	.....
Van Ness.....	2	.....	1, 2	.....
Total.....	22	20	.....	1

TABLE IV.—*Distribution of pupils by grades, attendance, and average number per teacher.*

Grades.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1910.	
	1910	1909	1910	1909	1910	1909	1910	1909	Based on whole enrollment.	Based on average enrollment.
Eighth.....	5	5	187	176	160	154	153	147	37.4	32.0
Seventh.....	6	5	218	260	229	209	218	197	36.3	38.1
Sixth.....	9	8	357	333	302	296	280	277	39.6	33.5
Fifth.....	10	10	473	457	391	418	356	383	47.3	39.1
Fourth.....	11	11	479	502	423	407	396	381	43.5	38.4
Third.....	13	13	508	499	446	420	414	405	39.0	34.3
Second.....	11	12	383	492	345	422	320	381	34.8	31.3
First.....	14	13	614	581	529	510	482	467	43.7	37.7
Total.....	79	77	3,219	3,300	2,825	2,836	2,619	2,638	40.7	35.7
Kindergarten.....	3	4	135	158	87	113	77	98	45.0	29.0
Total.....	82	81	3,354	3,458	2,912	2,949	2,696	2,736	40.9	35.5

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Months.	Percentage of attendance, 1909-10.	Cases of tardiness.		Tardiness of teachers, 1909-10.	Days substitute service.	
		1909-10	1908-9		1909-10	1908-9
September.....	96.5	55	37	2	18.0	6.0
October.....	93.8	263	292	6	37.5	64.0
November.....	93.4	289	350	5	42.5	16.0
December.....	92.1	284	283	11	38.5	32.5
January.....	91.2	405	393	13	97.0	23.0
February.....	93.7	278	231	11	85.5	57.0
March.....	92.9	208	297	2	110.0	57.5
April.....	92.1	234	191	6	53.5	28.5
May.....	92.2	255	272	7	39.0	45.0
June.....	93.8	146	119	5	19.0	12.0
Total.....	92.9	2,417	2,474	68	540.5	341.5

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	62
Other normal schools.....	6
Colleges.....	1
Kindergartens.....	6
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	3
Elementary education plus irregular or incomplete advanced courses.....	7
Total.....	85

## NINTH DIVISION.

TABLE I.—Location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Bryan, Thirteenth and B Streets SE.....	1	1	1	2	2	1	2-1	2	1	13	12	14
Buchanan, E Street between Thirteenth and Fourteenth Streets SE.....	1	1	1	1	1	1	1	1	1	9	8	10
Congress Heights, Congress Heights.....	8-7	7-6	.....	1	1	1	{ 1 } 2-1	1	.....	8	8	8
Cranch, Twelfth and G Streets SE.....	1	1	1	1	1	1	1	1	.....	8	8	8
Ketcham, Adams Street between Jackson and Harrison Streets, Anacostia.....	.....	1	1	1	1	1	1	1	1	8	8	10
Lenox, Fifth Street between G Street and Virginia Avenue SE.....	1	1	1	1	1	1	{ 1 } 2-1	1	.....	9	8	9
Orr and portable, Twining City.....	8-7	.....	6-5	5-4	.....	1	1	1	.....	6	25	6
Stanton, Hamilton Road, Good Hope.....	8-7	.....	6-5	.....	4-3	.....	2-1	.....	.....	4	4	4
Tyler, Eleventh Street between G and I Streets SE.....	.....	.....	1	1	1	2	1	2	1	9	8	10
Van Buren, Jefferson Street, Anacostia.....	1	1	1	1	.....	1	{ 1 } 2-1	1	.....	8	8	8
Van Buren Annex, Washington Street, Anacostia.....	.....	.....	.....	1	1	.....	.....	.....	.....	2	26	2
Total number of schools:												
1910.....	8	7	9	10	10	10	13	12	4	83	83	87
1909.....	6	6	8	10	11	9	13	11	3	77	82	80

<sup>1</sup> Includes assistant kindergarten teacher.<sup>2</sup> Includes 1 room in portable school.

TABLE II.—Condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Bryan.....	Furnace...	Good.....	Excellent.	Excellent.	Excellent.	Fair.....	Owned.
Buchanan.....	do.....	do.....	Good.....	do.....	Good.....	Good.....	Do.
Congress Heights.....	do.....	do.....	Fair.....	Poor <sup>1</sup> .....	Fair.....	Excellent.	Do.
Cranch.....	Steam.....	do.....	do.....	Excellent.	Good.....	Small.....	Do.
Ketcham.....	Furnace.....	do.....	do.....	do.....	do.....	Good.....	Do.
Lenox.....	do.....	do.....	Good.....	do.....	do.....	Small.....	Do.
Orr.....	do.....	do.....	do.....	do.....	do.....	Good.....	Do.
Orr portable.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Stanton.....	Furnace.....	Good.....	Good.....	Poor <sup>1</sup> .....	Good.....	Good.....	Do.
Tyler.....	do.....	do.....	do.....	Excellent.	do.....	Small.....	Do.
Van Buren.....	do.....	do.....	do.....	do.....	do.....	Fair.....	Do.
Van Buren Annex.....	Stoves.....	Fair.....	do.....	do.....	None.....	Parking..	Do.

<sup>1</sup> Indicates out-door closets.

TABLE III.—Half-day schools.

Building.	Half-day schools.		Grades of half-day schools, 1910.
	1910	1909	
Bryan.....	2	.....	1,2
Buchanan.....	2	.....	1,2
Cranch.....	.....	4	.....
Lenox.....	2	.....	1,2
Orr.....	2	2	1,2
Tyler.....	2	.....	1,2
Total.....	10	10	.....

No half-day schools above second grade in 1910.

TABLE IV.—*Distribution of pupils by grades, attendance, and average number per teacher.*

Grades.	Schools.		Whole enroll- ment.		Average en- rollment.		Average daily attendance.		Average number of pupils per teach- er, 1910.	
	1910	1909	1910	1909	1910	1909	1910	1909	Based on whole enroll- ment.	Based on average enroll- ment.
Eighth.....	5	5	187	176	160	154	153	147	37.4	32.0
Seventh.....	6	5	218	260	229	209	218	197	36.3	38.1
Sixth.....	9	8	357	333	302	296	280	277	39.6	33.5
Fifth.....	10	10	473	457	391	418	356	383	47.3	39.1
Fourth.....	11	11	479	502	423	407	396	381	43.5	38.4
Third.....	13	13	508	499	446	420	414	405	39.0	34.3
Second.....	11	12	383	492	345	422	320	381	34.8	31.3
First.....	14	13	614	581	529	510	482	467	43.7	37.7
Total.....	79	77	3,219	3,300	2,825	2,836	2,619	2,638	40.7	35.7
Kindergarten.....	3	4	135	158	87	113	77	98	45.0	29.0
Total.....	82	81	3,354	3,458	2,912	2,949	2,696	2,736	40.9	35.5

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Months.	Percent- age of at- tendance, 1909-10.	Cases of tardiness.		Tardi- ness of teachers, 1909-10.	Days substitute service.	
		1909-10	1908-9		1909-10	1908-9
September.....	96.5	55	37	2	18.0	6.0
October.....	93.8	263	292	6	37.5	64.0
November.....	93.4	289	359	5	42.5	16.0
December.....	92.1	284	283	11	38.5	22.5
January.....	91.2	405	393	13	97.0	23.0
February.....	93.7	278	231	11	85.5	57.0
March.....	92.9	208	297	2	110.0	57.5
April.....	92.1	234	191	6	53.5	28.5
May.....	92.2	255	272	7	39.0	45.0
June.....	93.8	146	119	5	19.0	12.0
Total.....	92.9	2,417	2,474	68	540.5	341.5

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	62
Other normal schools.....	6
Colleges.....	1
Kindergartens.....	6
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	3
Elementary education plus irregular or incomplete advanced courses.....	7
Total.....	85

## NINTH DIVISION.

TABLE I.—Location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Bryan, Thirteenth and B Streets SE.....	1	1	1	2	2	1	2-1	2	1	13	12	14
Buchanan, E Street between Thirteenth and Fourteenth Streets SE.....	1	1	1	1	1	1	1	1	1	9	8	10
Congress Heights, Congress Heights.....	8-7	7-6	.....	1	1	1	{ 2-1 }	1	.....	8	8	8
Cranch, Twelfth and G Streets SE.....	1	1	1	1	1	1	1	1	.....	8	8	8
Ketcham, Adams Street between Jackson and Harrison Streets, Anacostia.....	.....	1	1	1	1	1	1	1	1	8	8	10
Lenox, Fifth Street between G Street and Virginia Avenue SE.....	1	1	1	1	1	1	{ 2-1 }	1	.....	9	8	9
Orr and portable, Twining City.....	8-7	.....	6-5	5-4	.....	1	1	1	.....	6	5	6
Stanton, Hamilton Road, Good Hope.....	8-7	.....	6-5	.....	4-3	.....	2-1	.....	.....	4	4	4
Tyler, Eleventh Street between G and I Streets SE.....	.....	.....	1	1	1	2	1	2	1	9	8	10
Van Buren, Jefferson Street, Anacostia.....	1	1	1	1	.....	1	{ 2-1 }	1	.....	8	8	8
Van Buren Annex, Washington Street, Anacostia.....	.....	.....	.....	1	1	.....	.....	.....	.....	2	6	2
Total number of schools:												
1910.....	8	7	9	10	10	10	13	12	4	83	83	87
1909.....	6	6	8	10	11	9	13	11	3	77	82	80

<sup>1</sup> Includes assistant kindergarten teacher.<sup>2</sup> Includes 1 room in portable school.

TABLE II.—Condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Bryan.....	Furnace.....	Good.....	Excellent.....	Excellent.....	Excellent.....	Fair.....	Owned.
Buchanan.....	do.....	do.....	Good.....	do.....	Good.....	Good.....	Do.
Congress Heights.....	do.....	do.....	Fair.....	Poor <sup>1</sup> .....	Fair.....	Excellent.....	Do.
Cranch.....	Steam.....	do.....	do.....	Excellent.....	Good.....	Small.....	Do.
Ketcham.....	Furnace.....	do.....	do.....	do.....	do.....	Good.....	Do.
Lenox.....	do.....	do.....	Good.....	do.....	do.....	Small.....	Do.
Orr.....	do.....	do.....	do.....	do.....	do.....	Good.....	Do.
Orr portable.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Stanton.....	Furnace.....	Good.....	Good.....	Poor <sup>1</sup> .....	Good.....	Good.....	Do.
Tyler.....	do.....	do.....	do.....	Excellent.....	do.....	Small.....	Do.
Van Buren.....	do.....	do.....	do.....	do.....	do.....	Fair.....	Do.
Van Buren Annex.....	Stoves.....	Fair.....	do.....	do.....	None.....	Parking.....	Do.

<sup>1</sup> Indicates out-door closets.

TABLE III.—Half-day schools.

Building.	Half-day schools.		Grades of half-day schools, 1910.
	1910	1909	
Bryan.....	2	.....	1, 2
Buchanan.....	2	.....	1, 2
Cranch.....	.....	4	.....
Lenox.....	2	4	1, 2
Orr.....	2	2	1, 2
Tyler.....	2	.....	1, 2
Total.....	10	10	.....

No half-day schools above second grade in 1910.

TABLE IV.—*Distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enroll- ment.		Average enroll- ment.		Average daily attendance.		Average number of pupils per teacher, 1910.	
	1910	1909	1910	1909	1910	1909	1910	1909	Based on whole enroll- ment.	Based on average enroll- ment.
Eighth.....	8	6	265	219	198	170	188	166	33.1	24.7
Seventh.....	7	6	326	291	257	247	221	228	46.5	36.7
Sixth.....	9	8	382	391	302	318	303	301	42.4	33.5
Fifth.....	10	10	460	431	383	397	385	370	46.0	38.3
Fourth.....	10	11	454	435	373	380	360	355	45.4	37.3
Third.....	10	9	461	460	412	414	389	390	46.1	41.2
Second.....	13	13	529	527	419	487	391	430	40.6	32.2
First.....	12	11	596	539	511	429	467	417	49.6	42.5
Total.....	79	74	3,473	3,293	2,855	2,842	2,704	2,657	43.9	36.1
Kindergarten.....	4	3	170	128	110	90	97	81	42.5	27.5
Total.....	83	77	3,643	3,421	2,965	2,932	2,801	2,738	43.5	35.7

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Months.	Percent- age of attend- ance, 1909-10.	Cases of tardiness.		Tardi- ness of teachers, 1909-10.	Days substitute service.	
		1909-10	1908-9		1909-10	1908-9
September.....	96.8	62	74	8	17.0	1.0
October.....	95.1	342	287	34	56.0	35.0
November.....	94.5	331	443	33	29.5	36.0
December.....	92.5	404	330	33	12.5	57.0
January.....	90.6	507	402	36	57.0	42.0
February.....	93.9	318	269	20	31.0	47.5
March.....	93.4	333	414	30	45.5	51.5
April.....	93.2	308	307	32	40.0	38.5
May.....	91.9	488	449	42	33.5	50.5
June.....	94.1	219	261	31	23.5	22.5
Total.....	93.4	3,312	3,236	299	345.5	381.5

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	63
Other normal schools.....	3
Colleges.....	3
Kindergartens.....	8
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	7
Elementary education plus irregular or incomplete advanced courses.....	3
Total.....	87

## UNGRADED SCHOOLS, 1-9 DIVISIONS.

TABLE I.—Location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Atypical:												
25 Fifth Street SE.....										1	1	1
1322 Maryland Avenue, NE.....										1	1	1 <sup>2</sup>
3233 N Street NW.....										1	1	1
625 Q Street NW.....										3	6	3
810 Sixth Street NW.....										3	3	3
Incorrigible:												
Gales, First and G Streets NW.....										1	(2)	2
Hyde, O Street between Thirty-second and Thirty-third Streets NW.....										1	(2)	1
605 P Street NW.....										1	1	2
Total number of schools:												
1910.....										12	9	15
1909.....										9	9	11

<sup>1</sup> Includes typewriting teacher.<sup>2</sup> Room counted in with building elsewhere.

TABLE II.—Condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Atypical:							
25 Fifth Street SE.....	Latrobes..	Good.....	Fair.....	Fair.....	None.....	Small.....	Rented.
1322 Maryland Avenue NE.....							Do.
3233 N Street NW.....	Furnace and latrobes.	Fair.....	Poor.....	Poor.....	None.....	Good.....	Rented.
625 Q Street NW.....	Latrobe and stove.	do.....	Good.....	Good.....	do.....	None.....	Do.
Ungraded:							
Gales.....	(1)	(1)	(1)	(1)	(1)	(1)	(1)
Hyde.....	(2)	Poor.....	Poor.....	(2)	(2)	(2)	(2)
605 P Street NW.....	Furnace...	Good.....	Good.....	Fair.....	None.....	None.....	Rented.

<sup>1</sup> See Table II, fifth division.<sup>2</sup> See Table II, first division.

TABLE III.—Half-day schools.

Building.	Half-day schools.		Grades of half-day schools, 1910.	Number above second grade, 1910.
	1910	1909		
None.....				

TABLE IV.—*Distribution of pupils by grades, attendance, and average number per teacher.*

Grades.	Schools.		Whole enrollment. <sup>1</sup>		Average enrollment. <sup>1</sup>		Average daily attendance. <sup>1</sup>		Average number of pupils per teacher, 1910.	
	1910	1909	1910	1909	1910	1909	1910	1909	Based on whole enrollment.	Based on average enrollment.
Eighth.....										
Seventh.....										
Sixth.....										
Fifth.....										
Fourth.....										
Third.....										
Second.....										
First.....										
Total.....	12	9	254	173	156	116	143	105	21.1	13.0
Kindergarten.....										
Total.....	12	9	254	173	156	116	143	105	21.1	13.0

<sup>1</sup> Not distributed among respective grades because of diversity in progress in studies varying widely from regular course.

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Months.	Percentage of attendance, 1909-10.	Cases of tardiness.		Tardiness of teachers, 1909-10.	Days substitute service.	
		1909-10	1908-9		1909-10	1908-9
September.....	93.0	6	3			
October.....	91.8	31	41	1		3.0
November.....	91.5	57	35	3	1.0	1.0
December.....	90.3	73	43	3	2.0	1.0
January.....	86.5	79	66	4		7.0
February.....	90.5	46	32	5		
March.....	91.5	21	43	1	1.0	
April.....	89.1	39	39	1		
May.....	89.6	38	51	3		7.5
June.....	88.7	25	26		2.0	
Total.....	90.6	415	379	21	6.0	19.5

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	5
Other normal schools.....	4
Colleges.....	3
Kindergartens.....	0
Nongraduates of above courses, viz:	
Graduates from academies or high schools with or without advanced courses.....	1
Elementary education plus irregular or incomplete advanced courses.....	2
Total.....	15

NOTE.—Nearly all the teachers of ungraded classes have attended schools for the training of teachers of subnormal children or have had teaching experience in institutional work.

## TENTH DIVISION.

TABLE I.—Location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Briggs, Twenty-second and E Streets NW.	1	.....	.....	1	1	2	2	3	1	11	8	112
Chain Bridge Road, Chain Bridge Road...	.....	.....	.....	.....	4	.....	.....	.....	.....	1	1	1
Magruder, M Street between Sixteenth and Seventeenth Streets NW.	.....	.....	.....	.....	2	2	2	2	1	10	8	68
Miner, Seventeenth and Church Streets, NW.	1	3	1	1	1	1	1	1	1	11	10	112
Montgomery, Twenty-seventh Street between I and K Streets NW.	1	1	1	1	1	1	1	1	1	9	8	110
Phillips, N Street between Twenty-seventh and Twenty-eighth Streets NW.	.....	.....	1	1	1	2	2	2	1	10	8	111
Reno, Howard Avenue near Fort Reno.	8-6	.....	.....	5-4	.....	3-2	.....	1	.....	4	4	4
Stevens, Twenty-first Street between K and L Streets NW.	1	2	2	2	3	3	3	3	1	20	20	121
Sumner, M and Seventeenth Streets NW.	1	1	1	2	.....	.....	.....	.....	.....	5	10	5
Wilson, Seventeenth Street between Euclid Street and Kalorama Road NW.	1	7-6	.....	1	1	2	2	2	.....	10	8	10
Wilson Annex, 2412 Seventeenth Street NW.	.....	.....	.....	.....	.....	.....	.....	.....	1	1	1	12
Wormley, Prospect Street between Thirty-third and Thirty-fourth Streets NW.	.....	1	1	1	2	1	1	2	.....	9	8	9
Total number of schools:												
1910.....	7	9	7	11	13	15	14	17	7	100	94	105
1909.....	7	9	7	11	12	15	16	17	6	100	94	104

<sup>1</sup> Includes assistant kindergarten teacher.<sup>2</sup> Five practice schools under the supervision of three normal teachers.<sup>3</sup> One room used by kindergarten training teacher of the normal school.<sup>4</sup> Includes three normal practice teachers and one kindergarten practice teacher of the normal school.<sup>5</sup> One room used for manual training and one room used for cooking school.<sup>6</sup> Four rooms used by normal school and one room used for library for teachers.

TABLE II.—Condition of buildings.

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Briggs.....	Furnace	Excellent.	Poor <sup>1</sup> .....	Excellent.	Excellent.	Small.....	Owned.
Chain Bridge Road...	Stoves	do.	do.	Poor.....	None.....	Good.....	Do.
Magruder.....	Furnace	do.	Good <sup>2</sup> .....	Excellent.	Excellent.	Ample.....	Do.
Miner <sup>3</sup> .....	do.	Good.	Fair.....	do.	Good.	Small.....	Rented.
Montgomery.....	do.	Excellent.	Excellent.	do.	Excellent.	Ample.....	Owned.
Phillips.....	do.	do.	do.	do.	do.	do.	Do.
Reno.....	do.	do.	do.	do.	do.	Excellent.	Do.
Stevens.....	Steam.	do.	do.	do.	do.	Extremely small.	Do.
Sumner.....	do.	do.	Poor <sup>1</sup> .....	do.	Poor.....	Ample.....	Do.
Wilson.....	Furnace	do.	Fair <sup>1</sup> .....	Good.	Excellent.	Poor.....	Do.
Wilson Annex (2412 Seventeenth Street). <sup>4</sup>	Stove.	Poor.	Poor.	Poor.	None.	None.	Rented.
Wormley.....	Furnace	Excellent.	Excellent.	Excellent.	Excellent.	Limited.....	Owned.
1006 M Street NW. <sup>5</sup>	Steam.	Fair.	Fair.	Good.	None.	None.	Rented.
St. Luke's Parish Hall, Fifteenth and Church Streets. <sup>6</sup>	Stoves	do.	do.	do.	do.	do.	Do.
1120 Twentieth Street NW. <sup>7</sup>	do.	Poor.	Poor.	Fair.	do.	do.	Do.
1024 Twenty-first Street NW. <sup>8</sup>	Latobes	do.	do.	do.	do.	do.	Do.

<sup>1</sup> A fan is needed.<sup>2</sup> Provision has been made for new ventilating plant.<sup>3</sup> Used by graded schools.<sup>4</sup> Used by kindergarten.<sup>5</sup> Used by cutting and fitting classes.<sup>6</sup> Used by an atypical school.<sup>7</sup> Used for cooking school.<sup>8</sup> Used by an incorrigible school.

TABLE III.—*Half-day schools.*

Buildings.	Half-day schools.		Grades of half-day schools, 1910.	Number above second grade, 1910.
	1910	1909		
Briggs.....	6	4	1, 1, 1, 2, 2, 3	1
Magruder.....	4	4	1, 1, 2, 2	.....
Miner.....	2	2	1, 2	.....
Montgomery.....	2	2	1, 2	.....
Phillips.....	4	4	1, 1, 2, 2	.....
Stevens.....	6	6	1, 1, 2, 2, 2	.....
Wilson.....	4	4	1, 1, 2, 2	.....
Wormley.....	2	.....	1, 1	.....
Total.....	30	26	.....	1

TABLE IV.—*Distribution of pupils by grades, attendance, and average number per teacher.*

Grades.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1910.	
	1910	1909	1910	1909	1910	1909	1910	1909	Based on whole enrollment.	Based on average enrollment.
Eighth.....	7	7	243	222	215	205	208	192	37.4	30.7
Seventh.....	9	9	293	329	245	304	244	304	32.5	27.2
Sixth.....	7	7	351	399	303	310	249	289	50.1	43.2
Fifth.....	11	11	468	466	366	381	365	366	42.5	33.3
Fourth.....	13	12	530	487	452	396	411	372	40.7	34.7
Third.....	15	15	529	620	506	535	483	511	35.2	33.7
Second.....	14	16	562	665	513	561	487	518	40.1	36.6
First.....	17	17	766	716	560	590	557	558	45.0	32.9
Total.....	93	94	3,742	3,904	3,160	3,282	3,004	3,110	40.2	33.9
Kindergarten.....	7	6	363	276	239	191	218	172	51.8	34.1
Total.....	100	100	4,105	4,180	3,399	3,473	3,222	3,282	41.0	33.9

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Months.	Percent- age of at- tendance, 1909-10.	Cases of tardiness.		Tardi- ness of teachers, 1909-10.	Days substitute service.	
		1909-10	1908-9		1909-10	1908-9
September.....	97.3	58	59	1	45.5	10.0
October.....	96.0	324	299	7	84.0	66.5
November.....	95.1	327	389	3	58.0	47.9
December.....	93.7	326	345	3	47.0	38.0
January.....	93.4	318	427	5	60.0	62.0
February.....	94.7	247	293	2	58.0	52.5
March.....	94.0	259	258	5	55.5	39.0
April.....	93.6	261	210	3	64.5	41.5
May.....	94.1	284	272	8	58.0	20.5
June.....	95.2	95	139	.....	44.5	27.5
Total.....	94.6	2,499	2,691	37	575.9	404.5

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 2.....	78
Other normal schools.....	4
Colleges.....	0
Kindergartens.....	14
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	3
Elementary education plus irregular or incomplete advanced courses.....	6
Total.....	105

## ELEVENTH DIVISION.

TABLE I.—*Location of buildings and distribution of schools, by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Bruce, Kenyon Street between Georgia and Sherman Avenues NW.....	8-7	6-5		4-3	3-2			2	1	7	18	28
Bunker Hill Road, Bunker Hill Road.....			5-3			2-1				2	1	2
Cook, O Street between Fourth and Fifth Streets NW.....	1	1	1	1	1	1	2	2		10	10	10
Fort Slocum, and portable building, Blair Road.....						6-3		2-1		2	2	2
Garnet, and portable buildings, Tenth and U Streets NW.....	1	1	1	1	2	2	2	3	1	14	13	15
Garrison, and portable building, Twelfth Street between R and S Streets NW.....	1	1	1	1	1	2	2	2		11	9	11
Langston, P Street between North Capitol and First Streets NW.....		1	1	1	1	2	1	1	1	9	8	10
Military Road, Military Road near Brightwood.....	8-6			5-4						2	2	2
Military Road Annex, Rock Creek Ford Road.....						3-2		1		1	1	1
Mott, Fourth and Trumbull Streets NW.....	1	1	2	2	3	3	3	4	1	20	16	21
Orphans' Home, Eighth Street extended NW.....	7-4					3-1				2	2	2
Patterson, Vermont Avenue near U Street NW.....		1	1	1	1	2	2	2		10	8	10
Patterson Annex, Tenth and V Streets NW.....									1	1	1	2
Slater, P Street between North Capitol and First Streets NW.....	1	1	1	1	1	1	1	2		9	8	9
Total number of schools:												
1910.....	7	8	9	11	11	16	15	19	5	101	89	106
1909.....	7	9	8	9	10	14	15	20	5	97	90	101

<sup>1</sup> One room used by cooking school and one for cutting and fitting school.<sup>2</sup> Includes assistant kindergarten teacher.<sup>3</sup> Includes one room used for cooking, one room for manual training, and one room for engine room.<sup>4</sup> Includes one room in portable school building and one room used for cooking school.<sup>5</sup> Includes one room in one portable school building.

TABLE II.—Condition of buildings.

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Bruce.....	Furnace...	Excellent.	Excellent.	Good.....	Excellent.	Good.....	Owned.
Bunker Hill Road..	Stoves.....	Good.....	Poor.....	Poor.....	None.....	do.....	Do.
Cook.....	Stove and furnace.	Excellent.	Good.....	Good.....	do.....	None.....	Do.
Fort Slocum.....	Stoves.....	Good.....	Poor.....	Poor.....	do.....	Good.....	Do.
Garnet.....	Steam.....	Excellent.	do.....	Excellent.	Fair.....	Poor.....	Do.
Garnet portable.....	Furnace.....	do.....	do.....	do.....	do.....	do.....	Do.
Garrison.....	do.....	do.....	Fair.....	do.....	Excellent.	Fair.....	Do.
Garrison portable.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Langston.....	do.....	Fair.....	Excellent.	do.....	do.....	Poor.....	Do.
Military Road.....	Stoves.....	do.....	Poor.....	Poor.....	None.....	Excellent.	Do.
Military Road Annex.	do.....	do.....	do.....	do.....	do.....	Ample.....	Do.
Mott.....	Furnace...	Excellent.	Excellent.	Excellent.	Good.....	Fair.....	Do.
Orphans' Home.....	do.....	do.....	Fair.....	Good.....	None.....	Good.....	( <sup>1</sup> )
Patterson.....	do.....	Good.....	do.....	Excellent.	Fair.....	Poor.....	Owned.
Patterson Annex, Seventh-day Adventists' Church.	do.....	do.....	Fair.....	Good.....	None.....	None.....	Rented.
Slater.....	do.....	Excellent.	do.....	Excellent.	Fair.....	Poor.....	Owned.

<sup>1</sup> Neither owned nor rented.

TABLE III.—Half-day schools.

Buildings.	Half-day schools.		Grades of half-day schools, 1910.	Number above second grade, 1910.
	1910	1909		
Bruce.....	2	.....	1, 1	.....
Cook.....	4	6	1, 1, 2, 2	.....
Garnet.....	4	6	1, 1, 1, 2	.....
Garnet portable buildings.....	.....	2	.....	.....
Garrison.....	4	4	1, 1, 2, 2	.....
Langston.....	2	.....	1, 2	.....
Military Road.....	2	.....	1, 2-3	1
Mott.....	4	.....	1, 1, 2, 2	.....
Patterson.....	4	4	1, 1, 2, 2	.....
Slater.....	2	4	1, 1	.....
Total.....	28	26	.....	1

TABLE IV.—Distribution of pupils by grades, attendance, and average number per teacher.

Grades.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1910.	
	1910	1909	1910	1909	1910	1909	1910	1909	Based on whole enrollment.	Based on average enrollment.
Eighth.....	7	7	281	222	260	209	231	195	40.1	37.1
Seventh.....	8	9	340	320	261	269	263	263	42.5	32.6
Sixth.....	9	8	371	355	309	316	308	303	43.4	34.3
Fifth.....	11	9	425	430	371	378	357	359	38.6	33.7
Fourth.....	11	10	494	455	434	397	411	386	44.9	39.4
Third.....	16	14	633	577	553	486	526	465	39.5	34.5
Second.....	15	15	627	631	542	564	546	526	41.8	36.1
First.....	19	20	889	829	699	695	656	644	46.7	36.7
Total.....	96	92	4,060	3,819	3,429	3,314	3,298	3,141	42.2	35.7
Kindergarten.....	5	5	247	236	185	172	171	161	49.4	37.0
Total.....	101	97	4,307	4,055	3,614	3,486	3,469	3,302	42.6	35.9

TABLE V.—Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Months.	Percentage of attendance, 1909-10.	Cases of tardiness.		Tardiness of teachers, 1909-10.	Days substitute service.	
		1909-10	1908-9		1909-10	1908-9
September.....	98.7	70	55	.....	16.0	6.0
October.....	96.6	277	264	1	46.5	16.0
November.....	95.8	272	336	3	21.0	26.5
December.....	94.2	303	316	1	40.5	15.0
January.....	94.2	317	376	3	54.5	37.0
February.....	95.1	247	244	1	52.5	49.0
March.....	94.4	288	264	4	45.5	34.0
April.....	94.3	322	191	1	45.0	61.0
May.....	93.0	321	319	3	24.5	70.5
June.....	95.6	175	175	1	13.0	27.5
Total.....	95.1	2,592	2,540	18	359.0	342.5

TABLE VI.—Graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 2.....	87
Other normal schools.....	3
Colleges.....	3
Kindergartens.....	10
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	1
Elementary education plus irregular or incomplete advanced courses.....	2
Total.....	106

## TWELFTH DIVISION.

TABLE I.—Location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Banneker, Third Street between K and L Streets NW.....	1	1	1	1	1	1	2	2	.....	10	8	10
Burrville, Burrville.....	.....	.....	.....	.....	3-2	1	.....	1	.....	2	2	2
Deanwood, Deanwood.....	.....	7-6	.....	1	1	1	.....	.....	.....	4	4	4
Deanwood Annex, 4724 Sheriff Road.....	.....	.....	.....	.....	.....	1	1	1	.....	2	2	2
Douglass, First and Pierce Streets NW.....	.....	.....	1	1	1	2	1	1	1	8	8	19
Ivy City and portable, Ivy City.....	.....	7-5	.....	.....	4-3	.....	1	1	.....	4	3	4
Jones, First and L Streets NW.....	1	1	6-5	.....	2	1	1	2	.....	9	8	9
Logan, Third and G Streets NE.....	1	1	1	1	1	2	2-1	1	.....	10	8	10
Lovejoy, Twelfth and D Streets NE.....	8-7	1	1	1	2	1	1	1	.....	9	8	9
Lovejoy portable, on site of Lovejoy School.....	.....	.....	.....	.....	.....	1	1	.....	.....	2	1	2
Lovejoy Annex, Israel Baptist Church, 623 Eleventh Street NE.....	.....	.....	.....	.....	.....	.....	.....	2	.....	2	1	2
Lovejoy Annex, 1129 G Street NE.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	1	1
Payne, Fifteenth and C Streets SE.....	.....	.....	1	1	4-3 1	1	2	2	1	10	8	11
Simmons, Pierce Street between First Street and New Jersey Avenue NW.....	.....	.....	.....	1	1	2	3	2	1	10	8	11
Smothers, near Benning.....	8-6	.....	.....	5-4	.....	.....	.....	.....	.....	2	2	2
Smothers Annex, near Benning.....	.....	.....	.....	.....	3-2	.....	2-1	.....	.....	2	2	2
Total number of schools:												
1910.....	5	6	6	8	12	13	16	16	4	86	74	90
1909.....	5	6	5	9	11	14	16	17	4	87	75	91

<sup>1</sup> Includes assistant kindergarten teacher.<sup>2</sup> Includes room in portable school building.

TABLE II.—Condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Banneker.....	Furnace.	Excellent.	Excellent.	Excellent.	Damp.....	Poor.....	Owned.
Burrville.....	Stoves.	Fair.....	Poor.....	Poor.....	None.....	Fair.....	Do.
Deanwood.....	Furnace.	Excellent.	Excellent.	do.....	Excellent.	Excellent.	Do.
Deanwood Annex, 4724 Sheriff Road.	Stoves.	Fair.....	Poor.....	do.....	None.....	Fair.....	Rented.
Douglass.....	Furnace.	Excellent.	Excellent.	Excellent.	Excellent.	Poor.....	Owned.
Ivy City.....	Stoves.	Good.....	Poor.....	Poor.....	None.....	do.....	Do.
Ivy City portable.....	do.....	do.....	Fair.....	do.....	do.....	None.....	Do.
Jones.....	Furnace.	Excellent.	Good.....	Excellent.	Excellent.	Poor.....	Do.
Logan.....	do.....	do.....	Fair.....	do.....	Good.....	do.....	Do.
Lovejoy.....	do.....	do.....	Excellent.	Inadequate.	Excellent.	Small.....	Do.
Lovejoy portable.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Lovejoy Annex (Israel Baptist Church, Eleventh Street NE.).	do.....	Poor.....	Poor.....	Poor.....	None.....	None.....	Rented.
Lovejoy Annex, 1129 G Street NE. <sup>1</sup>	Latrobe.	do.....	do.....	Fair.....	do.....	Large.....	Do.
Payne.....	Furnace.	Excellent.	Excellent.	Excellent.	Excellent.	( <sup>2</sup> )	Owned.
Simmons.....	do.....	do.....	do.....	do.....	Good.....	Fair.....	Do.
Smothers.....	Stoves.	Good.....	Poor.....	Poor.....	None.....	do.....	Do.
Smothers Annex.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.

<sup>1</sup> Used for kindergarten.<sup>2</sup> Boys', good; girls', small.

TABLE III.—Half-day schools.

Buildings.	Half-day schools.		Grades of half-day schools, 1910.	Number above second grade, 1910.
	1910	1909		
Banneker.....	4	4	1, 1, 2, 2	.....
Deanwood Annex.....	2	2	1, 2	.....
Douglass.....	2	2	.....	.....
Ivy City portable.....	2	2	1, 2	.....
Jones.....	2	4	1, 1	.....
Logan.....	2	4	1, 1-2	.....
Lovejoy and annexes.....	4	2	1, 1, 1, 2	.....
Lovejoy portable.....	2	2	2, 3	1
Payne.....	4	2	1, 1, 2, 2	.....
Simmons.....	4	4	1, 1, 2, 2	.....
Total.....	26	28	.....	1

TABLE IV.—Distribution of pupils, by grades, attendance, and average number per teacher.

Grades.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1910.	
	1910	1909	1910	1909	1910	1909	1910	1909	Based on whole enrollment.	Based on average enrollment.
Eighth.....	5	5	149	167	124	148	119	134	29.8	24.8
Seventh.....	6	6	201	163	174	149	166	144	33.5	29.0
Sixth.....	6	5	282	252	232	217	242	215	47.0	38.6
Fifth.....	8	9	393	397	315	349	300	332	49.1	39.5
Fourth.....	12	11	559	514	467	468	498	438	46.5	38.9
Third.....	13	14	602	562	532	488	488	460	46.3	40.9
Second.....	16	16	590	674	541	583	486	546	36.8	33.8
First.....	16	17	737	794	625	728	570	672	46.0	30.6
Total.....	82	83	3,513	3,523	3,010	3,130	2,869	2,941	42.8	36.7
Kindergarten.....	4	4	177	193	132	136	122	124	44.2	33.9
Total.....	86	87	3,690	3,716	3,142	3,266	2,991	3,065	42.9	36.5

TABLE V.—Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Months.	Percent- age of attend- ance, 1909-10.	Cases of tardiness.		Tardi- ness of teachers, 1909-10.	Days substitute service.	
		1909-10	1908-9		1909-10	1908-9
September.....	97.4	61	48	2	24.0	17.0
October.....	96.1	290	211	12	57.5	44.0
November.....	94.9	353	302	7	68.0	18.5
December.....	97.2	360	365	12	36.0	14.5
January.....	91.4	330	316	3	67.0	6.5
February.....	95.0	237	211	3	55.5	37.5
March.....	94.1	236	328	4	10.5	47.5
April.....	93.3	210	242	4	16.0	21.0
May.....	93.5	137	296	3	18.0	28.0
June.....	95.0	120	169	1	9.5	26.5
Total.....	94.4	2,334	2,488	51	362.0	261.0

TABLE VI.—Graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 2.....	69
Other normal schools.....	5
Colleges.....	2
Kindergartens.....	8
Nongraduates of above courses, viz:	
Graduates of academies or high schools with or without advanced courses.....	4
Elementary education plus irregular or incomplete advanced courses.....	2
Total.....	90

## THIRTEENTH DIVISION.

TABLE I.—Location of buildings and distribution of schools, by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Ambush, L Street between Sixth and Seventh Streets SW.....	1	1	1	2	1	1	2	2	9	8	9	
Bell, First Street between B and C Streets SW.....	1	1	1	1	2	2	2	2	11	8	11	
Birney, Nichols Avenue, Hillsdale.....	1	1	{ 6-5 1 }	2	2	2	1	9	8	10		
Birney Annex, Nichols Avenue, Hillsdale.....	1	1	1	2	2	2	1	5	4	5		
Bowen, Ninth and E Streets SW.....	1	1	1	1	2	2	2	1	10	8	11	
Cardozo, I Street between Half and First Streets SW.....	1	1	1	1	2	2	3	10	8	10		
Garfield, Garfield.....	8-7	1	1	1	1	1	2	1	9	12	10	
Giddings, G Street between Third and Fourth Streets SE.....	1	1	1	1	1	2	2	1	10	8	11	
Lincoln, Second and C Streets SE.....	1	1	1	2	2	1	2	11	12	11		
Randall, First and I Streets SW.....	1	2	1	2	1	2	2	1	12	12	13	
Syphax, Half Street between N and O Streets SW.....	1	1	1	1	2	2	1	9	8	10		
Syphax Annex (Rehoboth Chapel).....	1	1	1	1	1	1	1	1	1	1		
Total number of schools:												
1910.....	6	6	10	10	15	15	17	21	6	106	97	112
1909.....	6	7	8	11	15	15	18	20	6	106	95	112

<sup>1</sup> Includes assistant kindergarten teacher.<sup>2</sup> One room used for cooking school, one for cutting and fitting school, and one for a typical school.<sup>3</sup> Includes one room used by cooking school and one room used by incorrigible school.

TABLE II.—Condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Banneker.....	Furnace.	Excellent.	Excellent.	Excellent.	Damp.....	Poor.....	Owned.
Burrville.....	Stoves..	Fair.....	Poor.....	Poor.....	None.....	Fair.....	Do.
Deanwood.....	Furnace.	Excellent.	Excellent.	do.....	Excellent.	Excellent.	Do.
Deanwood Annex, 4724 Sheriff Road.	Stoves..	Fair.....	Poor.....	do.....	None.....	Fair.....	Rented.
Douglass.....	Furnace.	Excellent.	Excellent.	Excellent.	Excellent.	Poor.....	Owned.
Ivy City.....	Stoves..	Good.....	Poor.....	Poor.....	None.....	do.....	Do.
Ivy City portable.	do.....	do.....	Fair.....	do.....	do.....	None.....	Do.
Jones.....	Furnace.	Excellent.	Good.....	Excellent.	Excellent.	Poor.....	Do.
Logan.....	do.....	do.....	Fair.....	do.....	Good.....	do.....	Do.
Lovejoy.....	do.....	do.....	Excellent.	In a de- quate.	Excellent.	Small.....	Do.
Lovejoy portable.	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Lovejoy Annex (Israel Baptist Church, Eleventh Street N.E.).	do.....	Poor.....	Poor.....	Poor.....	None.....	None.....	Rented.
Lovejoy Annex, 1129 G Street N.E. <sup>1</sup>	Latrobe.	do.....	do.....	Fair.....	do.....	Large.....	Do.
Payne.....	Furnace.	Excellent.	Excellent.	Excellent.	Excellent.	Fair <sup>(2)</sup>	Owned.
Simmons.....	do.....	do.....	do.....	do.....	Good.....	do.....	Do.
Smothers.....	Stoves..	Good.....	Poor.....	Poor.....	None.....	do.....	Do.
Smothers Annex.	do.....	do.....	do.....	do.....	do.....	do.....	Do.

<sup>1</sup> Used for kindergarten.<sup>2</sup> Boys', good; girls', small.

TABLE III.—Half-day schools.

Buildings.	Half-day schools.		Grades of half-day schools, 1910.	Number above second grade, 1910.
	1910	1909		
Banneker.....	4	4	1, 1, 2, 2	.....
Deanwood Annex.....	2	2	1, 2	.....
Douglass.....	2	2	.....	.....
Ivy City portable.....	2	2	1, 2	.....
Jones.....	2	4	1, 1	.....
Logan.....	2	4	1, 1-2	.....
Lovejoy and annexes.....	4	2	1, 1, 1, 2	.....
Lovejoy portable.....	2	2	2, 3	1
Payne.....	4	2	1, 1, 2, 2	.....
Simmons.....	4	4	1, 1, 2, 2	.....
Total.....	26	28	.....	1

TABLE IV.—Distribution of pupils, by grades, attendance, and average number per teacher.

Grades.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1910.	
	1910	1909	1910	1909	1910	1909	1910	1909	Based on whole enrollment.	Based on average enrollment.
Eighth.....	5	5	149	167	124	148	119	134	29.8	24.8
Seventh.....	6	6	201	163	174	149	166	144	33.5	29.0
Sixth.....	6	5	282	252	232	217	242	215	47.0	38.6
Fifth.....	8	9	393	397	315	349	300	332	49.1	39.5
Fourth.....	12	11	559	514	467	468	498	438	46.5	38.9
Third.....	13	14	602	562	532	488	488	460	46.3	40.9
Second.....	16	16	590	674	541	583	486	546	36.8	33.4
First.....	16	17	737	794	625	728	570	672	46.0	30.6
Total.....	82	83	3,513	3,523	3,010	3,130	2,869	2,941	42.8	36.7
Kindergarten.....	4	4	177	193	132	136	122	124	44.2	33.9
Total.....	86	87	3,690	3,716	3,142	3,266	2,991	3,065	42.9	36.5

TABLE V.—Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Months.	Percentage of attendance, 1909-10.	Cases of tardiness.		Tardiness of teachers, 1909-10.	Days substitute service.	
		1909-10	1908-9		1909-10	1908-9
September.....	97.4	61	48	2	24.0	17.0
October.....	96.1	290	211	12	57.5	44.0
November.....	94.9	353	302	7	68.0	18.5
December.....	97.2	360	365	12	36.0	14.5
January.....	91.4	330	316	3	67.0	6.5
February.....	95.0	237	211	3	55.5	37.5
March.....	94.1	236	328	4	10.5	47.5
April.....	93.3	210	242	4	16.0	21.0
May.....	93.5	137	296	3	18.0	28.0
June.....	95.0	120	169	1	9.5	26.5
Total.....	94.4	2,334	2,488	51	362.0	261.0

TABLE VI.—Graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 2.....	69
Other normal schools.....	5
Colleges.....	2
Kindergartens.....	8
Nongraduates of above courses, viz:	
Graduates of academies or high schools with or without advanced courses.....	4
Elementary education plus irregular or incomplete advanced courses.....	2
Total.....	90

## THIRTEENTH DIVISION.

TABLE I.—Location of buildings and distribution of schools, by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Ambush, L Street between Sixth and Seventh Streets SW.....		1	1	1	2	1	1	2	.....	9	8	9
Bell, First Street between B and C Streets SW.....	1	1	1	1	1	2	2	2	.....	11	8	11
Birney, Nichols Avenue, Hillsdale.....	1	1	{6-5 1	.....	2	.....	.....	2	1	9	8	10
Birney Annex, Nichols Avenue, Hillsdale.....	.....	.....	.....	1	.....	2	2	.....	.....	5	4	5
Bowen, Ninth and E Streets SW.....	.....	1	.....	1	1	2	2	2	1	10	8	11
Cardozo, I Street between Half and First Streets SW.....	1	.....	.....	1	1	2	2	3	.....	10	8	10
Garfield, Garfield.....	8-7	.....	1	1	1	1	1	2	1	9	12	10
Giddings, G Street between Third and Fourth Streets SE.....	.....	1	1	1	1	1	2	2	1	10	8	11
Lincoln, Second and C Streets SE.....	1	1	1	1	2	2	1	2	.....	11	12	11
Randall, First and I Streets SW.....	1	.....	2	1	2	1	2	2	1	12	12	13
Syphax, Half Street between N and O Streets SW.....	.....	.....	.....	1	1	1	2	2	1	9	8	10
Syphax Annex (Rehoboth Chapel).....	.....	.....	.....	1	.....	.....	.....	.....	.....	1	1	1
Total number of schools:												
1910.....	6	6	10	10	15	15	17	21	6	106	97	112
1909.....	6	7	8	11	15	15	18	20	6	106	95	112

<sup>1</sup> Includes assistant kindergarten teacher.<sup>2</sup> One room used for cooking school, one for cutting and fitting school, and one for a typical school.<sup>3</sup> Includes one room used by cooking school and one room used by incorrigible school.

TABLE II.—Condition of buildings.

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Ambush.....	Furnace.	Excellent.	Good.....	Excellent.	Excellent.	Small.....	Owned.
Bell.....	do.	do.	do.	do.	Fair.....	do.	Do.
Birney.....	do.	do.	do.	Good.....	Excellent.	Ample.....	Do.
Birney Annex.....	Stoves.	Good.....	Poor.....	None.....	None.....	do.	Do.
Bowen.....	Furnace.	do.	Good.....	Good.....	Excellent.	Small.....	Do.
Cardozo.....	do.	do.	Excellent.	do.	do.	do.	Do.
Garfield.....	do.	Excellent.	do.	Poor.....	do.	Excellent.	Do.
Giddings.....	do.	do.	Good.....	Excellent.	do.	do.	Do.
Hillsdale <sup>1</sup> .....	Stoves.	Fair.....	Poor.....	Poor.....	None.....	Ample.....	Do.
Lincoln.....	Steam.....	do.	Fair.....	Excellent.	Fair.....	Small.....	Do.
McCormick <sup>1</sup> .....	Furnace.	Good.....	do.	Poor.....	None.....	Ample.....	Do.
Randall.....	do.	Excellent.	Good.....	Excellent.	do.	Small.....	Do.
Syphax.....	Steam <sup>2</sup> .....	do.	Fair.....	do.	Good.....	do.	Do.
Syphax Annex, Rehoboth Chapel, First Street between N and O Streets SW.	Furnace.	do.	do.	Good.....	None.....	None.....	Rented.

<sup>1</sup> Used for manual training, cooking, and cutting and fitting classes.<sup>2</sup> Very unsatisfactory.<sup>3</sup> Used for graded school.

TABLE III.—Half-day schools.

Buildings.	Half-day schools.		Grades of half-day schools, 1910.	Number above second grade, 1910.
	1910	1909		
Ambush.....	2	2	1, 1	.....
Bell.....	6	6	1, 1, 2, 2, 3, 3	2
Birney and Annex.....	4	4	1, 1, 2, 2	.....
Bowen, Anthony.....	4	4	1, 1, 2, 2	.....
Cardozo.....	4	6	1, 1, 1, 2	.....
Giddings.....	4	4	1, 1, 2, 2	.....
Lincoln.....	4	2	1, 1, 2, 3	1
Randall.....	4	4	1, 1, 2, 2	.....
Syphax.....	2	2	1, 1	.....
Total.....	34	34	.....	3

TABLE IV.—Distribution of pupils, by grades, attendance, and average per teacher.

Grades.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1910.	
	1910	1909	1910	1909	1910	1909	1910	1909	Based on whole enrollment.	Based on average enrollment.
Eighth.....	6	6	204	196	169	173	164	164	34.0	28.1
Seventh.....	6	7	235	250	198	214	191	206	39.1	33.0
Sixth.....	10	8	394	326	308	277	285	265	39.4	30.8
Fifth.....	10	11	401	451	357	375	339	355	40.1	35.7
Fourth.....	15	15	546	546	454	458	430	430	36.4	30.2
Third.....	15	15	606	612	529	536	499	497	40.4	35.2
Second.....	17	18	641	648	554	563	520	527	37.6	32.6
First.....	21	20	921	845	730	671	685	620	43.8	34.7
Total.....	100	100	3,948	3,874	3,299	3,267	3,123	3,064	39.4	32.9
Kindergarten.....	6	6	291	280	211	196	192	177	48.5	35.1
Total.....	106	106	4,239	4,154	3,510	3,463	3,315	3,241	39.9	33.1

TABLE V.—Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Months.	Percentage of attendance, 1909-10.	Cases of tardiness.		Tardiness of teachers, 1909-10.	Days substitute service.	
		1909-10	1908-9		1909-10	1908-9
September.....	96.9	55	61	.....	30.0	.....
October.....	95.8	263	224	9	16.0	38.5
November.....	94.6	214	258	6	14.0	28.0
December.....	93.2	241	303	11	22.0	20.5
January.....	93.3	224	305	16	27.0	89.5
February.....	93.1	154	206	12	37.0	98.5
March.....	93.8	192	253	2	37.0	75.0
April.....	93.6	228	184	2	58.0	83.5
May.....	94.3	193	208	3	19.0	13.5
June.....	95.6	84	110	2	15.0	8.5
Total.....	94.5	1,848	2,112	63	275.0	455.5

TABLE VI.—Graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 2.....	89
Other normal schools.....	3
Colleges.....	2
Kindergartens.....	12
Nongraduates of above courses, viz:	
Graduates of academies or high schools with or without advanced courses.....	5
Elementary education plus irregular or incomplete advanced courses.....	1
Total.....	112

## UNGRADED SCHOOLS—10-13 DIVISIONS.

TABLE I.—Location of buildings and distribution of schools by buildings.

Schools and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Atypical:												
Cardozo, I Street, between Half and First Streets SW.....										1	(1)	1
Lincoln, Second and C Streets SE.....										1	(1)	1
Langston, P Street, between North Capitol and First Streets NW.....										1	(1)	1
Mott, Sixth and Trumbull Streets NW. (old building).....										1	1	1
St. Luke's Parish Hall, Fifteenth Street, near Church Street NW.....										1	1	1
Incorrigible:												
Mott, Sixth and Trumbull Streets NW. (old building).....										1	1	1
Randall, First and I Streets SW.....										1	(1)	1
Stevens, Twenty-first Street, between K and L Streets NW.....										1	(1)	1
Total number of schools:												
1910.....										8	3	8
1909.....										6	3	6

<sup>1</sup> Room counted in with building elsewhere.

TABLE II.—*Condition of buildings.*

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Atypical:							
Cardozo.....	(1)	(1)	(1)	(1)	(1)	(1)	(1)
Langston.....	(2)	(2)	(2)	(2)	(2)	(2)	(2)
Lincoln.....	(1)	(1)	(1)	(1)	(1)	(1)	(1)
Mott, Sixth and Trumbull Streets NW.	Stoves..	Fair.....	Poor.....	Excellent.	None.....	Fair.....	Owued.
St. Luke's Parish Hall.	(3)	(3)	(3)	(3)	(3)	(3)	(3)
Incorrigible:							
Mott, Sixth and Trumbull Streets NW.	Stoves..	Fair.....	Poor.....	Excellent.	None.....	Fair.....	Owued.
Randall.....	(1)	(1)	(1)	(1)	(1)	(1)	(1)
Stevens Annex, 1024 Twenty- first Street NW.	(3)	(3)	(3)	(3)	(3)	(3)	(3)

<sup>1</sup> See Table II, thirteenth division.<sup>3</sup> See Table II, tenth division.<sup>2</sup> See Table II, eleventh division.TABLE III.—*Half-day schools.*

Buildings.	Half-day schools.		Grades of half-day schools, 1910.	Number above second grade, 1910.
	1910	1909		
None.....				

TABLE IV.—*Distribution of pupils by grades, attendance, and average number per teacher.*

Grades.	Schools.		Whole enrollment. <sup>1</sup>		Average enrollment. <sup>1</sup>		Average daily attendance. <sup>1</sup>		Average number of pupils per teacher, 1910.	
	1910	1909	1910	1909	1910	1909	1910	1909	Based on whole enrollment.	Based on average enrollment.
Eighth.....										
Seventh.....										
Sixth.....										
Fifth.....										
Fourth.....										
Third.....										
Second.....										
First.....										
Total.....	8	6	119	101	84	65	78	57	14.8	10.5
Kindergarten.....										
Total.....	8	6	119	101	84	65	78	57	14.8	10.5

<sup>1</sup> Not distributed among respective grades because of diversity in progress in studies varying widely from regular course.

TABLE V.—Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Months.	Percent- age of attend- ance, 1909-10.	Cases of tardiness.		Tardi- ness of teachers, 1909-10.	Days substitute service.	
		1909-10	1908-9		1909-10	1908-9
September.....	95.1	.....	1	.....	.....	.....
October.....	93.0	7	10	.....	.....	.....
November.....	95.4	2	6	.....	.....	.....
December.....	94.0	4	9	.....	11.0	.....
January.....	93.7	7	10	.....	.....	7.0
February.....	93.3	14	2	.....	2.0	1.0
March.....	92.7	9	5	.....	.....	.....
April.....	92.1	12	6	.....	.....	.....
May.....	92.5	5	10	.....	3.0	1.0
June.....	93.1	3	1	.....	1.0	2.0
Total.....	93.4	63	60	.....	17.0	11.0

TABLE VI.—Graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 2.....	7
Other normal schools.....	0
Colleges.....	1
Kindergartens.....	0
Nongraduates of above courses, viz:	
Graduates of academies or high schools, with or without advanced courses.....	0
Elementary education plus irregular or incomplete advanced courses.....	0
Total.....	8

## REPORT OF THE BOARD OF EXAMINERS FOR THE WHITE SCHOOLS FOR THE SCHOOL YEAR 1909-10.

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*To the Board of Education of the District of Columbia.*

LADIES AND GENTLEMEN: The quasi-confidential report of this board of examiners made June 30, 1909, covered exhaustively the entire period of its existence since its formation under Public No. 254, approved June 20, 1906, up to that date; necessarily, therefore, it is to a large extent the basis for succeeding reports.

It is with the most profound satisfaction that this board of examiners looks forward to the year 1910-11, as it will then have, for the first time, a clerk for its exclusive use, and can reasonably anticipate that within a comparatively short period all of the accumulated work of the past four years will be disposed of; that the records, files, letters, catalogues, and other material connected with its office will be put in proper shape; and, finally, that its thorough and comprehensive scheme of procedure will become an actually working system.

In this connection the board of examiners desires to express its gratitude to the president of the board of education and the chairman of the ways and means committee of the board for the past year for their untiring efforts to obtain a room and a clerk for the exclusive use of this board of examiners, as well as for their never-failing interest and aid in its work. The board of examiners desires further to call attention to the following statement made by the secretary of the board of examiners to the chairman of the ways and means committee and by him submitted to Congress at the session beginning December, 1909, viz:

JANUARY 12, 1910.

Some of the duties of the board of examiners for the white schools of the District of Columbia:

1. To be thoroughly conversant with the principles and methods of modern education, as well as the status and tendencies of all educational bodies for the betterment of professional standards of the teachers.
2. To determine the place of new teachers in the salary scale or schedule, necessitating thorough and expert knowledge of the standing and courses of study of all secondary institutions.
3. To pass upon the qualifications of thousands of applicants to teach, involving (a) the reading of thousands of letters, and, on the average, (b) 10 or 12 personal interviews daily, to say nothing of telephone calls.
4. To confer frequently with the superintendent on many educational questions.

5. To prepare circulars of information as to all matters, even to the minutest details, concerning examinations covering every place in the system. Nearly half a hundred circulars have been issued to date.

6. To prepare, have typewritten, and to correct proof of sets of questions covering nearly 200 topics; to take charge of examinations, issue questions, collect papers of applicants, see to the marking of the same; add, verify, and transcribe marks to record; add these marks, verify, and report to the board of education as to standing. Nearly 650 applicants have been examined since October, 1906, involving the reading of many thousand pages of answers.

7. To index, card, file, and brief every application and all letters of recommendation and general correspondence connected therewith, and to evolve a system of keeping in a businesslike way all of the many different papers, questions, catalogues, reports, records, examination papers, and all other data too numerous to mention. The mere letters of correspondence mount into the thousands per year.

8. To devote on an average six to eight hours a day for every day of the year, including Saturdays, all other holidays, including summer vacations, and to perform, in addition to duties of the highest educational nature, mere routine clerical duties, because the board of examiners has no clerk and must depend upon borrowed help.

9. All of the above duties and many more are performed gratuitously (in New York city each member of the board of examiners receives \$6,000 and a clerk), in addition to work as heads of the largest departments (English and mathematics) in the high school system.

Very respectfully,

HARRY ENGLISH,

*Secretary, Board of Examiners.*

From the vast number of matters which might be considered in this report, the board of examiners has selected only a very few of the most urgent, reserving the others for some future date.

The matters chosen are roughly grouped as follows:

- A. Examinations.
- B. Placing of newly appointed teachers.
- C. General work and conclusions.

#### A. EXAMINATIONS.

Total number: Examined, 111; passing, 58.

In accordance with the provisions of a circular issued July 1, 1909, three regular examinations were held, viz: October 14 and 15, 1909; December 20 and 21, 1909; March 21 and 22, 1910. Special examinations were held as necessity demanded.

(NOTE.—The figures in parentheses below indicate first the number of applicants taking the examination; second the number passing.)

#### REGULAR EXAMINATIONS (93-53).

##### 1. Examination of October 14 and 15, 1909 (26-15).

High schools (13-6): Mathematics (2-1); German (1-1); Latin (1-1); physical geography (1-0); stenography and typewriting (1-1); domestic art (1-0); domestic science (1-1); art work (2-1); physical culture (1-0); woodworking (1-0); metal working (1-0).

Elementary schools (13-9): domestic science (2-2); drawing (3-2); atypical (4-2); incorrigible (1-1); "traveling teacher of typewriting in ungraded classes" (3-2).

## 2. Examination of December 20 and 21, 1909 (24-17).

High schools (13-11): mathematics (3-2); Latin (3-3); French (1-0); art work (2-2); physical culture (2-2); mechanical drawing (1-1); woodworking (1-1)  
 Elementary schools (11-6): Domestic art (1-1); atypical (8-4); incorrigible (2-1).

## 3. Examination of March 21 and 22, 1910 (43-21).

High schools (34-18): Latin (6-4); mathematics (5-3); French (3-3); German (2-1); biology (2-2); chemistry (1-0); science of accounts (1-1); physical culture (1-0); art work (4-2); domestic science (1-0); metal working (6-1); woodworking (1-0); architectural drawing (1-1).

Elementary schools (9-3): Music (1-1); atypical (2-0); drawing (3-1); domestic science (1-0); shopwork (2-1).

## SPECIAL EXAMINATIONS (18-5).

## 1. Examination of September 17 and 18, 1909 (11-4).

High schools (1-1): Applied arithmetic and Latin (1-1).

Elementary schools (10-3): Atypical (7-2); atypical and incorrigible (3-1).

## 2. Examination of March 9, 1910 (1-1).

Elementary schools (1-1): Temporary service, domestic science, rule 42 A (1-1).

## 3. Examination of May 31, June 1, 1910 (6-0).

High schools (6-0): Metal working (6-0).

NOTE.—This examination was ordered by the Board of Education by virtue of resolution approved May 18, 1910.

## B. PLACING OF NEWLY APPOINTED TEACHERS.

Toward the end of the school's year 1908-9, the superintendent of schools requested the board of examiners to take up the work of placing in salary those academic and scientific high-school teachers who entered the system as a result of examination before the board of examiners.

The secretary of the board of examiners, with help outside of the office, immediately wrote to (1) all the institutions on the "accepted" list of the Carnegie Foundation fund (60 in all), (2) at least 20 other institutions of about equal scholastic rank, (3) all State superintendents, (4) nearly all State universities, and (5) all the various associations and agencies which are striving to standardize college entrance examinations and secondary school courses (see Report, Carnegie Foundation, 1908, p. 103), asking for lists of "approved" or "accredited" secondary schools, catalogues, courses of study, etc. With the foregoing material on hand as a basis, after personal interviews with each applicant as to character of work, subjects taught, number of pupils and classes, number and length of recitation periods, methods of discipline, etc., the board of examiners began its work of placing, exercising in its opinion, the purely administrative function of determining educational questions of fact requiring expert educational knowledge. (For complete consideration of this question see report thereon made to superintendent, June 28, 1909.)

In New York City the findings of the board of examiners, which has powers similar to that in Washington, by statute are final and

conclusive in every respect, not being reviewable even under a writ of certiorari; yet here, not only were the findings of this board of examiners removed from the domain of education to that of audit, but every item of information considered by the board of examiners, even to the minutest detail was required to be submitted in writing to the auditing authorities for review both as to the findings and the facts leading thereto.

It has been the earnest desire of the board of examiners to do substantial justice to the teachers while safeguarding the school system both from the standpoint of audit, as well as education; it has been the constant aim of this board of examiners to emphasize the fact that the determination of the number of years of experience in teaching is purely an educational question and not none of exact mathematical contents. To that end, a vast amount of time has been consumed in the carrying on of voluminous correspondence and in the preparation of many reports. The board of examiners is now unable to find the minutest residue of the discretion which originally of a right seemed to be inherent in it, to determine years of experience in teaching on the basis of educational equivalents, and which seemed to be permitted it, by the decision of the comptroller dated April 19, 1909.

The letter of the auditor of the District of Columbia dated July 24, 1909 (Exhibit A), necessitated a change in the original definition of what constitutes teaching in an accredited high school as contained in the report of the board of examiners dated June 28, 1909, so as to make this definition read:

(b) Teaching in an accredited high school shall be defined as—

One year's experience in teaching in an accredited high school shall consist in teaching the academic or scientific subjects usually taught in an "accredited" or "approved" public high school, in classes of not less than eight for the higher classes and for not less than 500 teaching hours, together with experience involving questions of the discipline of fairly large bodies of pupils.

The entire report of the board of examiners with this sole change made, was approved by the board of education at the meeting held on September 18, 1909, and a copy thereof was sent at once to all of the various auditing officials who pass upon the accounts of the public schools of the District of Columbia.

On March 16, 1910, the board of examiners in connection with the longevity adjustment of Miss M. E. Wimer, et al., in accordance with the above definition, held that—

it is their intention, and they have always so construed, that the term "teaching year" as used in said report approved and adopted by the board of education on September 18, 1909, shall be construed to consist of not less than 500 teaching hours irrespective of the fiscal year, provided that the sum total of teaching years thus computed shall not exceed the sum total of fiscal years involved.

A copy thereof was sent at once to all of the various auditing officials who pass upon the accounts of the public schools of the District of Columbia. This rule the auditing officials have refused to accept.

The above rules are the only rules which the board of examiners has ever made, and both were approved by the board of education.

In the opinion of the board of examiners many wholly unnecessary contentions have continuously and constantly arisen as to the application of the above rules, concerning the interpretation of which the board of examiners always has maintained that it should be the sole judge. Yet, its findings have not been followed in many instances and it is with sincere regret that it views its failure to obtain certain salaries for teachers which in the judgment of this board seemed justly due.

It is worthy of note in connection with the subject of placing that, owing to the enormous increase in the cost of living, even the maximum salary (\$1,800) available under the law for entrance to the system is, relatively speaking, scarcely better than the \$1,200 salary of six or seven years ago. Further, as there are many other cities offering either actually higher or relatively better high-school salaries than Washington, the benefit of the placing clause is more apparent than real.

#### C. GENERAL WORK AND CONCLUSIONS.

##### 1. The following circulars are some of those prepared and issued:

(1) A "placing circular" made necessary by the requirements of the auditing officials.

(2) A new elementary school circular to replace the old one which was out of print.

(3) Schedule of examinations for 1910-11 issued shortly after July 1, 1910, which provided for three regular examinations, viz: (1) December 22 and 23, 1910; (2) April 10 and 11, 1911; (3) June 20 and 21, 1911. No examinations were scheduled for regular grades or kindergartens, as the supply of our own graduates more than meets the demand. No examinations were scheduled for the following subjects since our lists contain a sufficient number of eligibles in all these subjects: (a) High schools, English, history, Latin, mathematics, and biology until June 20 and 21, 1911; art work until April 10 and 11, 1911, and (b) elementary schools, drawing, music, domestic art, atypical and incorrigible classes until April 10 and 11, 1911. All other subjects may be taken at every examination except that of June 20 and 21, 1911, which is scheduled solely for all academic and scientific subjects in high schools because the eligibility of many of the applicants concerned expires at that date. For this reason alone the June examination is scheduled, involving as it does an enormous amount of work at a time when all work is overwhelmingly pressing.

2. In this connection attention is invited to the almost utter impossibility of obtaining (a) men teachers for any position, (b) science teachers properly equipped, (c) teachers of mechanical drawing, metal working and woodworking in the McKinley Manual Training School, (d) teachers of atypical and incorrigible classes. In every case

the small salary is the determining factor. The industrial world in all of its many aspects presents attractions to the trained man, and especially is this true in the case of the trained educated man. The trained workman who can command respect because of his technical skill, generally has little more than a common school education, does not know how to teach, and is not tempted by the salary of \$800 offered to him as a teacher. The educated man available at \$800, as a rule, possesses scarcely more than a mediocre technical training, can not teach, or create a feeling of safety in the midst of complicated machinery. Neither type is very desirable as a teacher, and the true solution under the present salary schedule is impossible. Nor is the salary of \$800 an inducement to an applicant who is a teacher of mechanical drawing, while the difficulty of retaining such teachers is increasing each year. The applicants to teach incorrigible and atypical classes, as a rule, are untrained and in some cases have not had even a high-school education. It would seem the part of wisdom to require the applicant to have had at least two years of teaching in our elementary schools or in others equally as good, to make her eligible for examination to teach in a special field which requires the most delicate and appreciative work. It is a matter of regret that salaries are not large enough to obtain specialists in this department of work.

3. This board of examiners expresses the hope that in the near future it may have a large room, for its occasional use on examination days, in addition to a private room for its sole permanent use.

The constant change of rooms, especially during the same examination, is a hardship for everybody, while the lack of a private room for the sole use of the board of examiners prevents even fair work, forces the examiners to do their confidential work elsewhere, and results in the misplacing, and in some cases actual loss, of much valuable material.

This board is still hampered by the lack of proper facilities necessary to prepare the higher specialized and technical questions in mathematics, languages, and other examination subjects, as neither the typewriting machine nor the printing office possesses the necessary characters for impressions.

In conclusion, the board of examiners desires to thank the board of education, the superintendent, the assistant superintendent for their untiring interest and assistance, and to express to all the members of the office force its appreciation of their help on numerous occasions.

Very respectfully,

HARRY ENGLISH,  
*Secretary Board of Examiners.*

OFFICE OF THE AUDITOR OF THE DISTRICT OF COLUMBIA,

*Washington, July 24, 1909.*

Mr. A. T. STUART,

*Superintendent of the Public Schools, Washington, D. C.*

SIR: Your letter of July 7, 1909, transmitting a copy of a report of the board of examiners, as to the plan and basis of plan for placing teachers, is received. In reply, I have to advise you, as clearly set out in the decision of the comptroller, dated April 19, 1909, the construction to be placed upon what constitutes teaching in an accredited normal, high, or manual-training school is one that must be very largely determined by the board of education.

From the report of the board of examiners, it appears that this subject has been thoroughly considered. I desire, however, to call attention to section B of the letter set out on page 13, in which the matter of teaching in high schools is defined, and to suggest, in lieu of the definition there established with respect to the hours of service, that it might be well to reform the definition so that it will provide that one year's teaching in an accredited normal, high, or manual-training school shall consist of a total number of hours, which number of hours the board of education, in their judgment, believe to be a proper period to constitute a year's teaching within the meaning of the law.

This standard having been adopted, it will be a simple matter of proof to determine whether a teacher who seeks employment in the District schools is entitled to longevity pay on account of teaching. For example, if a teacher in an accredited school, during a period of two years' teaching in such school, has actually taught only the number of hours which, according to the rule established by the board of education, constituted one year's teaching under the law, said teacher, upon appointment to the District schools, would be entitled to one year's longevity pay.

In making this reply to your letter, I do not attempt to pass upon the report in any manner, as I feel that it is not a part of my official duty. The responsibility for the decision as to what constitutes experience in teaching in accredited normal, high, and manual-training schools rests exclusively on the board of education, and if this report be adopted by them, their construction would undoubtedly govern the schools. I have, therefore, to suggest in case of the adoption of this report, or a similar report, by the board of education, that this office be furnished with a copy thereof.

Very respectfully.

A. TWEEDALE,

*Auditor District of Columbia.*

## REPORT OF BOARD OF EXAMINERS FOR COLORED SCHOOLS.

*To the Board of Education of the District of Columbia.*

LADIES AND GENTLEMEN: The board of examiners for the colored schools of the district of Columbia beg leave to submit the following report for the year ending June 30, 1910:

*Personnel.*—The board of examiners for colored schools, for the year ending June 30, 1910, consisted of Superintendent A. T. Stuart, chairman, Harriet E. Riggs, head of the department of English and history, and Robert N. Mattingly, head of the department of mathematics, secretary.

*Examinations.*—During the year ending June 30, 1910, examinations in all academic, scientific, and special subjects for high, normal, and manual training schools, and all special subjects for grade schools, excepting cooking and sewing, were scheduled for October 14 and 15, 1909, and March 21 and 22, 1910. Special examinations were held for a teacher of school management, Normal School No. 2, August 24, 1909, and for a teacher of a school for incorrigible girls, October 28, 1909.

All written examinations conducted by this board were held in room No. 4 of the Armstrong Manual Training School.

*Statistics of examinations.*—The following tables, which are self-explanatory, give information for examinations regularly conducted by this board:

I.—Persons examined in academic and scientific subjects, by years.

Years.	Examined.	Passed.	Failed.	Per cent failed.	Appointed.
1906.....	6	3	3	50	3
1907.....	25	15	10	40	5
1908.....	23	11	12	52	2
1909.....	34	18	16	47	1
1910.....	6	4	2	33	0
Total.....	94	51	43	45	11

## II.—Persons examined in academic and scientific subjects, by subjects.

Subjects.	Examined.	Passed.	Failed.	Per cent failed.	Appointed.
Ancient history.....	3	1	2	66	0
Biology.....	4	4	0	0	1
Chemistry.....	4	3	1	25	1
Civics.....	4	2	2	50	0
English.....	20	8	12	60	2
English and American history.....	4	3	1	25	1
French.....	4	3	1	25	1
German.....	5	5	0	0	1
Greek.....	4	2	2	50	0
Latin.....	9	3	6	66	1
Mathematics.....	12	6	6	50	2
Medieval and Modern English history.....	9	4	5	55	1
Physics.....	2	2	0	0	0
Psychology.....	7	2	5	71	0
Physical geography.....	1	1	0	0	0
School manual.....	1	1	0	0	0
Spanish.....	1	1	0	0	0
Total.....	94	51	43	.....	11

## III.—Persons examined in special subjects, high schools, by years.

Years.	Examined.	Passed.	Failed.	Per cent failed.	Appointed.
1906.....	0	0	0	0	0
1907.....	1	1	0	0	1
1908.....	3	3	2	40	1
1909.....	4	3	1	25	0
1910.....					
Total.....	10	7	3	30	2

## IV.—Persons examined in special subjects, high schools, by subjects.

Subjects.	Examined.	Passed.	Failed.	Per cent failed.	Appointed.
Cooking.....	1	1	0	0	1
Forging.....	1	1	0	0	0
Machine shop.....	2	1	1	50	0
Mechanical drawing.....	2	2	0	0	1
Millinery.....	3	1	2	66	0
Music.....	1	1	0	0	0
Total.....	10	7	3	.....	2

## V.—Persons examined in special subjects, grade schools, by years.

Years.	Examined.	Passed.	Failed.	Per cent failed.	Appointed.
1906.....	4	0	4	100	0
1907.....	24	13	11	53	8
1908.....	37	7	30	81	5
1909.....	46	10	36	73	4
1910.....	3	3	0	0	0
Total.....	114	33	81	71	17

## VI.—Persons examined in special subjects, grade schools, by subjects.

Subjects.	Examined.	Passed.	Failed.	Per cent failed.	Appointed.
Clerk.....	1	0	1	-----	0
Cooking.....	33	8	25	75	7
Free-hand drawing.....	3	2	1	33	0
Incorrigibles.....	4	1	3	75	1
Kindergarten.....	7	0	7	100	0
Librarian.....	4	0	4	100	0
Music.....	16	8	8	50	2
Physical culture.....	3	3	0	0	2
Principal.....	1	0	1	-----	0
Sewing.....	37	9	28	75	3
Woodworking.....	5	2	3	60	2
Total.....	114	33	81	-----	17

*Eligible lists.*—Candidates making a total of 70 credits or more are placed on the list of eligibles for their respective subjects for a period of two years. This period may be extended one year when there is a scarcity of eligibles for a particular subject, when the eligible is especially prepared and above the average, when the new eligibles make a lower total per cent, when an eligible presents satisfactory evidence that he has been engaged in teaching his subject for a period of six months prior to expiration of eligibility.

The following table shows the condition of the eligible lists for various subjects on June 30, 1910:

Grade schools:		
Domestic art.....	4	
Domestic science.....	1	
Music.....	4	
Physical culture.....	1	
Total.....	10	
High schools:		
Biology.....	2	
Chemistry.....	1	
Civics and economics.....	2	
English.....	4	
English and American history.....	1	
Forging.....	1	
French.....	2	
German.....	1	
Greek.....	2	
Latin.....	1	
Machine shop.....	1	
Mathematics.....	4	
Medieval and modern English history.....	2	
Millinery.....	1	
Music.....	1	
Physics.....	1	
Psychology.....	2	
Physical geography.....	1	
School management.....	1	
Total eligibles.....	31	
Total subjects.....	19	
41000—12—7		

*Qualifications for examination.*—Three grades of examinations are regularly given by this board: (1) Special subjects in grade schools, (2) special subjects in high schools, and (3) academic and scientific subjects in high schools. Persons desiring to enter these examinations must qualify respectively under one of the following groups:

Group I. Diploma from a regular four-year course of an accredited secondary school or its equivalent.

Group II. Diploma from a regular four-year course of an accredited secondary school, together with a certificate from a professional school certifying that the applicant has pursued a course in the subject he desires to teach for at least two years.

Group III. As specified in public act No. 254, approved June 20, 1906, either (a) graduation from an accredited college, or (b) graduation from an accredited normal school, together with at least five years of experience as a teacher in a high school.

For extraordinary examinations, e. g., teacher of incorrigibles, qualifications are set by the chairman after full conference with the members of the board of examiners.

Considerable difficulty has been experienced by this board of examiners in securing persons with the necessary qualifications to enter examinations for positions as teacher of special subjects in grade and high schools. The board of examiners have long felt that teachers of special subjects in the grades should have the same qualifications as teachers of the regular subjects and have been gradually working toward that end. The realization of this desire seems to be in the establishment of regular normal courses for teachers of special subjects, the academic work being done at the Normal School No. 2 and the technical work at the Armstrong Manual Training School.

The wisdom and forethought of Asst. Supt. Bruce in making this effort to increase the teaching efficiency of his special teachers is to be commended. It is hoped that the future will permit of a still further extension of the sphere of usefulness of these two schools in relieving the board of examiners of the oftentimes arduous task of finding properly prepared candidates.

Seventy-five per cent of applicants for position as teacher of domestic art and domestic science fail. The greatest demand seems to be in the department of domestic science, where of the 8 successful candidates 7 have been appointed. It is gratifying to note that of these 7, 5 received their training in domestic science, after graduation from a secondary school, through a two-year supplementary course established by the principal of the Armstrong Manual Training School.

*Conduct of examinations.*—In all examinations candidates are required to use identification numbers. Examination papers are not

identified until every sheet has been reviewed and rated, marks permanently recorded, and credits calculated. Examination marks are recorded in a permanently bound record book, which is open at all times for inspection by the proper authorities.

The examination questions for academic and scientific subjects for all classes of examinations are prepared and the corresponding examination papers corrected by members of the board of examiners.

The examination questions for subjects relating to special departments, e. g., cooking, sewing, physical culture, etc., are submitted and reviewed by the respective assistant directors. Demonstration lessons and practical tests in these subjects are conducted, in the presence of the board of examiners, by the assistant directors, aided by special committees of the teachers when necessary.

Each person examined is furnished with a legible typewritten copy of the examination questions, which must be returned attached to examination papers. Examination questions can not be taken from the examination room at the conclusion of the session, nor are copies of old examination questions furnished persons who are preparing for an examination.

A detailed report, showing per cents, relative weights, and credits obtained for each subject, is sent each person examined immediately upon conclusion of an examination. Each eligible is notified of his relative position on the list after each series of examinations. (Cf. appended forms.)

The total examination is valued at 100 credits, 60 credits being allowed for the written portion and 40 credits for the oral.

The written examination generally consists of a major and 4 minor subjects, the major counting 32 credits and each minor 7. Major subjects cover thoroughly the subject the applicant desires to teach and very often includes, in addition to a written test, oral and practical demonstrations. Minor subjects are less intensive than major subjects and consist of such subjects as experience has proven to be of pedagogical value to teachers of the major subjects.

The oral examination is conducted personally by the superintendent of schools and deals with the educational record (15 credits), experience as teacher (10 credits), and personality or general fitness of the applicant (15 credits).

The methods of rating in both written and oral examinations, apportionment of credits, and the finer details of examinations for this board of examiners are identical with those used by the white board of examiners.

Very respectfully,

ROBERT N. MATTINGLY,  
*Secretary Board of Examiners for Colored Schools.*

## REPORT OF CHIEF ATTENDANCE OFFICER.

SIR: The following report of the chief attendance officer of the District of Columbia for the year ending June 22, 1910, is respectfully submitted:

	Male.	Female.	Total.
Truants returned to school.....	579	26	585
Absentees returned to school.....	694	411	1,005
Nonattendants entered in school.....	56	39	95
Visits to parents.....			2,895
Visits to schools.....			461
Visits in interest of work.....			177
Total.....			3,533
Court cases:			
Police.....			3
Juvenile.....			22
Total.....			25
Reported to cooperating agencies:			
Instructive Visiting Nurse Society.....			19
Board of Children's Guardians.....			14
Associated Charities.....			45
Total.....			78
Children over and under age.....			28
Not located.....			33
Sent out of the District.....			18
Excused from school attendance.....			24

Five hundred ninety-seven cases among white children supplied with shoes and clothing by the Associated Charities from the school shoe fund.

The close of another year finds conditions practically unchanged; no additional appropriations having been made by Congress for an increase in the number of officers and no change having been made in the law. Both of these changes—a larger number of officers and an improved law—must be made before the benefits to the community of a compulsory law can be properly measured.

So far little antagonism has been aroused, the cooperation of the parents and the general public has been secured, and the work has a good foundation for future growth and improvement.

Our campaign since the passage of the law has been an educational one, an effort having been made to bring about results without bringing to bear the force of the law except in the few cases where parents

are persistently arbitrary and refuse to comply with the requirements of the law. The condition of the work at the present time and the attitude of the large majority of parents and the general public toward the enforcement of the law convince me that our efforts have been properly directed.

Pending congressional action I would suggest that an effort be made to secure additional assistance from the police, who have already helped much, but who, in my opinion, can help more without adding materially to their labors.

Very respectfully.

EDNA KEENE BUSHEE,  
*Chief Attendance Officer.*

MR. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF ATTENDANCE OFFICER FOR COLORED SCHOOLS.

SIR: I have the honor herewith to submit a report of work in this department.

	Year ending June, 1910.			Feb. 1 to June 30, 1910.		
	Male.	Female.	Total.	Male.	Female.	Total.
Truants reported.....	171	28	199	83	19	102
Truants returned.....	168	28	196	83	19	102
Absentees reported.....	727	314	1,041	454	202	656
Absentees returned.....	631	298	929	402	198	600
Nonattendants reported.....	73	25	98	30	5	35
Nonattendants entered.....	75	26	101	32	6	38
Found by attendance officer.....	35	10	45	32	8	40
Visits to schools.....			388			196
Visits to homes.....			1,464			813
Visits in interest of work.....			22			11
Notices served.....			83			49
Cases in juvenile court.....			35			20

Reports have been received at this office from time to time concerning girls whose home training has from various causes been sadly neglected and whose influence in the schoolroom, from a disciplinary point of view, is manifestly unsalutary. Frequently these girls become habitual truants, rendering it necessary to have them taken before the juvenile court for proper discipline. If ungraded or probationary classes could be established for these girls, under the management of a strong, sympathetic, motherly teacher, the unfavorable effects which are usually produced by appearance in court and the bad results of their behavior in the graded schools would be happily avoided.

Attention is called to children whose names appeared in the school register on the last day of the school year and who, but for the assistance of the police, agents of the Associated Charities, and the officers of the juvenile court, would doubtless have remained out of school during the entire succeeding year. Of those reported, many had been out of school for from two to six months and it is probable that hundreds have succeeded in evading the law altogether. If about the middle of October each teacher were permitted to examine the register of the preceding year and carefully check off the names appearing thereon against those found in the current register and report to the supervising principal the names of those of school age unchecked, it is certain that the enrollment would be greatly increased.

Since habitual absence and even truancy are not crimes but only misdemeanors, and as it is the consensus of opinion among those in authority that it would be best to keep as many children or their parents out of court as possible, special reference is suggested to section 3 of the compulsory education act, which is in part as follows:

Any child between the ages of eight and fourteen who is an habitual truant who is willfully and habitually absent from school or who can not be controlled by the regular school discipline while in attendance upon school, shall be committed by the board of education to a special or ungraded class for instruction.

Experience has amply justified the wisdom of the provision above referred to.

Cases have come under my observation where shoes have been denied needy children when applied for by the teacher. The shoe fund being a voluntary contribution by the pupils for the express purpose of supplying shoes for shoeless children, it would seem reasonable that the application of the teacher who is supposed to make careful investigation in every case, should be favorably received and immediately acted upon. If the report of the teacher were accepted as sufficient for immediate action, the number of absentees would be greatly lessened and much suffering prevented.

While a complete record is kept by the attendance officer of all cases of truancy, absentees, nonattendants, reentries, etc., on cards specially prepared for that purpose, and while the supervising principals keep a similar record of most of these cases for ready reference or inspection, yet the latter officers have not the necessary forms to make monthly reports. If suitable blanks were furnished on which to make such reports, it would insure greater uniformity and afford better facilities for filing.

It is well known and recognized by those directly concerned with the school system that the numerous and varied duties devolving upon the attendance officer are such as to render it practically impossible for one person to fully carry out the purpose of the compulsory education act. If it were possible for that officer to visit each building daily and obtain from the principal the names of absentees and truants, thereby being enabled to visit the homes at once, the percentage of truancy and absences would be greatly reduced. This is clearly impossible under the circumstances, the number of attendance officers being inadequate. Such being true, it is fair to assume that there are hundreds who annually escape the vigilance of the attendance officer and the incidental voluntary efforts of the police, the agents of the Associated Charities, and citizens. If, however, in view of the absence of the necessary attendance officers the enthusiastic cooperation of the general public, as suggested by the assistant superintendent, could be enlisted in promoting the work of getting children into the schools, it would greatly relieve the situation.

## REPORT OF ATTENDANCE OFFICER FOR COLORED SCHOOLS.

SIR: I have the honor herewith to submit a report of work in this department.

	Year ending June, 1910.			Feb. 1 to June 30, 1910.		
	Male.	Female.	Total.	Male.	Female.	Total.
Truants reported.....	171	28	199	83	19	102
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Notices served.....			83			49
Cases in juvenile court.....			35			20

Reports have been received at this office from time to time concerning girls whose home training has from various causes been sadly neglected and whose influence in the schoolroom, from a disciplinary point of view, is manifestly unsalutary. Frequently these girls become habitual truants, rendering it necessary to have them taken before the juvenile court for proper discipline. If ungraded or probationary classes could be established for these girls, under the management of a strong, sympathetic, motherly teacher, the unfavorable effects which are usually produced by appearance in court and the bad results of their behavior in the graded schools would be happily avoided.

Attention is called to children whose names appeared in the school register on the last day of the school year and who, but for the assistance of the police, agents of the Associated Charities, and the officers of the juvenile court, would doubtless have remained out of school during the entire succeeding year. Of those reported, many had been out of school for from two to six months and it is probable that hundreds have succeeded in evading the law altogether. If about the middle of October each teacher were permitted to examine the register of the preceding year and carefully check off the names appearing thereon against those found in the current register and report to the supervising principal the names of those of school age unchecked, it is certain that the enrollment would be greatly increased.

Since habitual absence and even truancy are not crimes but only misdemeanors, and as it is the consensus of opinion among those in authority that it would be best to keep as many children or their parents out of court as possible, special reference is suggested to section 3 of the compulsory education act, which is in part as follows:

Any child between the ages of eight and fourteen who is an habitual truant who is willfully and habitually absent from school or who can not be controlled by the regular school discipline while in attendance upon school, shall be committed by the board of education to a special or ungraded class for instruction.

Experience has amply justified the wisdom of the provision above referred to.

Cases have come under my observation where shoes have been denied needy children when applied for by the teacher. The shoe fund being a voluntary contribution by the pupils for the express purpose of supplying shoes for shoeless children, it would seem reasonable that the application of the teacher who is supposed to make careful investigation in every case, should be favorably received and immediately acted upon. If the report of the teacher were accepted as sufficient for immediate action, the number of absentees would be greatly lessened and much suffering prevented.

While a complete record is kept by the attendance officer of all cases of truancy, absentees, nonattendants, reentries, etc., on cards specially prepared for that purpose, and while the supervising principals keep a similar record of most of these cases for ready reference or inspection, yet the latter officers have not the necessary forms to make monthly reports. If suitable blanks were furnished on which to make such reports, it would insure greater uniformity and afford better facilities for filing.

It is well known and recognized by those directly concerned with the school system that the numerous and varied duties devolving upon the attendance officer are such as to render it practically impossible for one person to fully carry out the purpose of the compulsory education act. If it were possible for that officer to visit each building daily and obtain from the principal the names of absentees and truants, thereby being enabled to visit the homes at once, the percentage of truancy and absences would be greatly reduced. This is clearly impossible under the circumstances, the number of attendance officers being inadequate. Such being true, it is fair to assume that there are hundreds who annually escape the vigilance of the attendance officer and the incidental voluntary efforts of the police, the agents of the Associated Charities, and citizens. If, however, in view of the absence of the necessary attendance officers the enthusiastic cooperation of the general public, as suggested by the assistant superintendent, could be enlisted in promoting the work of getting children into the schools, it would greatly relieve the situation.

It is pleasing to note that the probationary boys and girls placed in charge of the attendance officer are manifesting marked interest in developing habits of thrift and industry. Many of them have saved their pennies, which they obtained by selling newspapers, etc., until a few are now prepared to open a small bank account. They are also deeply interested in the project of conducting a small garden, the proceeds from the produce of which they are expecting pro rata dividends to be applied to their savings in bank.

In view of the foregoing considerations I have to recommend:

1. The establishment of ungraded classes for girls under competent female teachers.

2. That careful inspection of registers of the preceding year be made to determine the names of pupils who are not promoted or transferred and which should be enrolled as indicated by such register.

3. That to render court cases less frequent, compliance with section 3 of the compulsory education act be strictly enforced.

4. That more adequate and special means of supplying shoes for shoeless school children be adopted in order to insure better attendance and to relieve distress.

5. That uniform blanks be furnished supervising principals on which to make monthly reports of truants, absentees, and reentries.

6. That the number of attendance officers be increased to more efficiently meet the requirements of the compulsory education act.

Very respectfully,

IDA G. RICHARDSON,  
*Attendance Officer.*

MR. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF ASSISTANT SUPERINTENDENT HUGHES.

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SIR: I have the honor to submit herewith my annual report for the year 1909-10.

The work of the schools during the year 1909-10 has gone much more quietly and with better results than for several years past. The turmoil of 1906 to 1909, has, it is hoped, passed away forever, for it is impossible to get anything in the way of desirable results in school work when both officers and teachers are under the strain and excitement under which our teachers were forced to labor up to this year. The constant fear of congressional interference, the uncertainty as to the course of the board of education, the general lack of confidence running throughout the system, the dissatisfaction due to the inequities of the laws affecting the salary schedules, especially those discriminating in favor of newly appointed and untried teachers in the high schools and against the veteran teachers, whose splendid service through years of inadequate pay had made those schools a preeminent feature in the Washington school system and had won for the high schools the commendation of most competent judges; all of these things had produced a situation positively prohibitive of effective work. School teaching at best is wearing work, if conscientiously done, but to have to do it under the additional strain to which the officers and teachers of the Washington schools were subjected from 1906 to 1909 is killing.

The sound judgment and hearty sympathy of the Senator from New Hampshire, the Hon. J. H. Gallinger, chairman of the Senate Committee on the District of Columbia, has undoubtedly proven a most effective element in overcoming the false, hysterical, erroneous impressions which have from time to time existed in the minds of some Members of Congress with reference to the schools. I am certain that the public schools of the District of Columbia have had no better friend than Senator Gallinger.

In hearty cooperation with him have been Hon. S. W. Smith of Michigan, chairman of the House District Committee, and many other members of both the Senate and House of Representatives.

As a result of the elimination of certain destructive influences, the correction of abuses which had crept into the school system under former conditions and the better acquaintance on the part of the board of education with the work and workers of the schools the latter have gained confidence in the honesty, the earnestness, and the

fair-mindedness of the board in its desire to manage the schools for the best interests of the children. This has led to the hearty cooperation of the teaching corps with the board of education—a condition indispensable to the welfare both of the child and of the school system. While all of the members of the board of education have been factors in this work and deserve credit therefor, I am certain that all will agree that the most potent influences in establishing and maintaining this very satisfactory condition have been and are the respect of the teachers for and their confidence in the sturdy honesty, the hearty sympathy, the self-sacrificing devotion, and the constant championing of the interests of the children and teachers which have been shown by the gentleman who has for the past three years been president of the board of education—Capt. James F. Oyster.

The inequities in the salary schedules affecting the salaries of the academic and scientific teachers in the high schools, who were employed in our schools previous to the enactment of the organic law in 1906 have been corrected by the appropriation act for the coming year. It is to be regretted that this legislation did not also help the large body of special teachers in these same schools.

It is my opinion that with the disturbances of the past few years several features have been introduced into the administration of our schools which have wrought considerable harm.

The first of these is the lack of supervision of the numerous high schools of the city. This condition is due to the present law, which restricts this supervision to the superintendent of schools, a duty which he can not possibly perform without constant and intimate acquaintance with high-school work and methods, for which he has no opportunity owing to the innumerable other duties attaching to his office.

Some effort has been made to unify the work of the several high schools through the heads of departments but without definite authority, and with the conflicting authority of independent principals, little can be accomplished. It is not to be expected that this condition in the high schools will be corrected until, feeling the need of closer supervision in these schools, the board of education secures proper modification of the organic law governing the schools. Until this is done, I strongly urge that the meetings of the high-school principals be held by the superintendent of schools in his office at regular periods in order that all questions affecting the welfare of this important group of schools may be settled under his direction and with his knowledge. The present state of affairs in which this management is left to the principals, either as a group or individually, is not to be commended.

Closely following the above situation is that in the grades. Previous to 1906 it was customary for the superintendent to meet the

supervising principals and other supervisory officers at regular times in his office. One of the practices inaugurated in 1906-7 was that of having the supervising principals hold their meetings apart from the superintendent. It is my opinion that the practice has proven a distinct injury to the welfare of the schools. These meetings, like those of the high school principals, should be held at the superintendent's office and under his direction. Regular conferences of the directors of special departments should, in like manner, occur with the superintendent in order that all lines of work may center there and that all school policies affecting the welfare of the schools may emanate therefrom. There is a distinct lack of unity in the present method and I believe the difficulty could well be remedied if the above suggestions were carried out.

I again urge the introduction of manual training in the three academic and the business high schools for both boys and girls. Such work, apart from any practical consideration, is needed to engage the motor activities of city-reared boys and girls.

In the case of the girls this work should take the form of practical training in all phases of domestic economy and science. It should be required of every girl throughout her high-school course.

In the case of the boys it might take the form of study and construction of buildings of all sorts, the planning and construction of house features, such as heating, ventilating, and plumbing systems, the designing, making, and repair of furniture for home, school, or office use, the making and repair of vehicles of all sorts, etc.

I am of the opinion that we would have been much wiser and both groups would have profited had we given less attention to the development of the single high school (McKinley) along such special lines to the neglect, and I believe the serious detriment, of the other high schools in which are found over 75 per cent of high-school pupils.

The work of the special departments in our schools should have closer supervision and direction. I question the wisdom of much that is being done in these lines and believe that in several of them much better results should be obtained than are now being gotten. I am under the impression that, although the present results in cooking and manual training are to be heartily commended, both of these courses might well be modified so as to bring a more continuing interest, and consequently larger results. Better results would be secured if manual training were taught in the first two intermediate grades and if both manual training and cooking were continued through the high schools.

The work in sewing is able to take a better hold than either cooking or manual training, owing to the fact that four years are given to that subject in the grades. The results are in consequence, I believe, more permanent.

A new drawing course, combining both artistic and practical elements, has been developed for the upper grades by the director of drawing, Miss A. M. Wilson. This is to be followed by a course covering the work of the four elementary grades. When this is done, I believe that Washington will have a course in drawing in its elementary schools second to none among the larger cities in the country either in content or character.

The work in the ungraded and atypical schools of the city, under the direction of Mr. W. B. Patterson, is progressing splendidly. These schools are laboring under the greatest disadvantage in that none of them is provided with suitable quarters. While the appropriation for carrying on this work was ample for the first two years, the fund during the past year was so depleted by expenditures for rents that provision for the many varied needs of these schools was very inadequate. It is to be regretted that efforts which have brought results so strongly commended by persons knowing this line of work must be crippled by lack of funds. If, through the removal of some of the regular classes from certain of the school buildings to other newer structures, room can be found in the regular school buildings, as has been done at the Gales and Curtis Schools, not only will the ungraded classes be better housed, but by the saving of rent the funds appropriated may be put to better use.

I strongly urge the reestablishment of teachers' lecture courses, such as you so successfully conducted a few years ago. It is to be regretted that Congress does not provide funds for this purpose, but in their absence I am certain the teachers will gladly contribute the small fee that is necessary. In this connection I suggest that very few, if any, groups of lectures be given, but that lecturers be engaged for individual addresses, our experience in the past proving the advisability of the latter course.

#### MILITARY AFFAIRS.

The regiment of High School Cadets during the year 1909-1910 consisted of 3 battalions made up of 11 companies—3 at the Central, 2 at the Business, 1 at the Eastern, 1 at the Western, and 4 at the McKinley.

The regimental parade and review occurred on the White Lot on the afternoon of May 9. The music was furnished by the United States Marine Band through the courtesy of the Assistant Secretary of the Navy. The cadets were reviewed by Brig. Gen. Tasker H. Bliss, Acting Chief of Staff, United States Army, accompanied by his staff, among whom was Capt. Charles D. Rhodes, of the General Staff, United States Army, a former pupil in the Central High School. The commendation of these officers were highly appreciated.

The annual competitive drill occurred at the American League Baseball Park, June 1 and 2, the winner being Company A, Capt. William Covell, of the Central High School. The prize flag was presented to the company by Hon. J. M. Dickinson, Secretary of War.

The success of Capt. Covell won for him the appointment to West Point from the District of Columbia, an honor conferred by the President on recommendation of the commissioners.

Again must I express my very hearty appreciation of the splendid work of the military instructor of the cadets, Col. Burton R. Ross, to whose efforts, supported by the principals of the several high schools with the cooperation of the cadet officers through whom he must work, is due the success of the organization, which has repeatedly been ranked by United States officers, who have served as judges of the competitive drills, as second only to those of the cadets of West Point and Annapolis in efficiency. No higher praise could be given to young soldiers than that.

The wisdom of the board of education in following the recommendation of the committee on military affairs in continuing to hold the competitive drill at the baseball park, rather than on the White Lot, as was urged by the high school principals, was fully justified. It is expected that the seating accommodations at the baseball grounds will be doubled by another year, when it is hoped it may be the good fortune of the cadets to continue to enjoy the courtesy annually extended to that body and the school officials by Mr. Thomas C. Noyes. In such case there can be no further question as to the superiority of the park for such contests over any other place now available.

It is a matter of interest that the effort on the part of some one several years ago to make enlistment in the cadet corps of the high schools compulsory, by writing such requirement into the appropriation act of the District of Columbia, has had no result in enlarging the number of cadets who enter the organization. Previous to this action by Congress it was optional with pupils whether they would go into the regiment. Since that action it is optional with them whether they will get out. The effect is the same, and the increase in the organization is just what would be expected from the growth of the enrollment in the high schools.

My appreciation of the courtesy and assistance of Capt. James F. Oyster, chairman of the committee on military affairs of the board of education, as well as that of the other members of that committee, I am glad to express.

In conclusion I desire to express my hearty appreciation of the faithful and effective work of the several groups of public-school employees in the District of Columbia, including the officers and

teachers, the clerical force, and the janitors, to all of whose efforts under the direction of yourself and the board of education, is due the splendid work of the Washington schools. While improvement may constantly be made with broader experience and deeper knowledge, the work now being done in our schools is generally effective and worthy of the highest commendation. I doubt if, on the whole, any city in the country possesses a more intelligent and efficient teaching corps or can present a better showing in the way of results.

I beg to express my personal appreciation of the courtesy which I have uniformly received from the members of the board of education, from you, and from the officers, teachers, and other employees of the Washington schools.

Very respectfully,

P. M. HUGHES,

*Assistant Superintendent of Schools.*

Mr. A. T. STUART,

*Superintendent of Schools.*

## REPORT OF THE SUPERVISING PRINCIPALS.

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SIR: I have the honor to present the report of the supervising principals of the graded schools.

### PHYSICAL WELFARE OF CHILDREN.

The present board of education, and particularly its president, Mr. James F. Oyster, has devoted much time and thought and given many hours of labor to bettering the sanitary conditions of our school buildings. Through its efforts many of the old buildings have been provided with a more adequate supply of light and fresh air, and have been equipped with thoroughly sanitary toilet rooms. As far as possible old furniture has been replaced with a modern adjustable type. The superintendent in his addresses to supervisors and to teachers at the opening of the school year drew emphatic attention to the importance of adequate light, abundant fresh air, and proper temperature for the classroom, and especially he urged on each teacher's part eternal vigilance for the best adjustment of all physical conditions for which she is responsible. In consequence, this year has found the teachers more active than ever before in personal attention to the health and comfort of all children under their care.

The board of education accepted the offer of the Society for the Prevention of Tuberculosis to provide a representative of the association to speak to the pupils of the fifth, sixth, seventh, and eighth grades on the prevention of tuberculosis. The talks were definite, concise, and well within the comprehension of the children, and, together with the use of pamphlets furnished to the seventh and eighth grades by the same association, have been of great value in giving to the school children of the city an intelligent understanding of the means of fighting this dread disease and of insuring their hearty cooperation in the struggle for its eradication.

I take this opportunity to express publicly my appreciation of, and gratitude for, the generosity of the Visiting Nurse Association in detailing one of their nurses to work in the sixth division among the pupils who were recommended for care by the medical inspector.

The following report shows the amount of work accomplished and clearly demonstrates the necessity of the school nurse.

*Report of school nurse. December, 1909, to June, 1910.*

Pupils inspected in schools.....	204
Pupils inspected in homes.....	102
Total visits to pupils.....	1, 530
Cases seen at school:	
Pediculosis.....	76
Eyes.....	37
Nose.....	10
Throat.....	30
Miscellaneous.....	51
Cases seen at home:	
Referred to family physician.....	112
Found to be under treatment.....	53
Sent to dispensary.....	81
Taken to dispensary.....	154
Revisits to patients.....	1, 224
Ailments:	
Defective vision.....	58
Defective hearing.....	18
Adenoids.....	1 22
Enlarged tonsils.....	1 59
Miscellaneous (catarrh, etc.).....	149

The health, attendance, and mental ability of many pupils will be greatly improved when school nurses are a part of the system.

Since the value of playgrounds has passed beyond the experimental stage and they are now accepted the world over as one of the best aids in the moral and physical development of children, it is earnestly hoped that Congress will hereafter appropriate for their maintenance. The children should no more be expected to provide for playgrounds through collections, lunches, and entertainments than they are for other municipal needs.

## CERTAIN CHANGES OF THE CURRICULUM.

The changes in the time schedule put into effect this year have proved beneficial. The teachers of the seventh and eighth grades needed and have used the latitude given them to make such division of the time assigned to English and mathematics, as the needs of the particular class required. The confining of the science teaching to one branch at a time for a period of six weeks for each branch has made a better daily program possible.

Greater stress has of late been laid on good oral reading and as a result there has been clearer enunciation of words and better expression of the thought contained in a sentence.

The simplified grammar course has brought the subject well within the comprehension of the pupils.

A general improvement in spelling is noticeable, but the degree of correctness to be desired has not yet been reached.

Following the recommendation made in the supervisors' report of last year, the course in geography was thoroughly revised by a committee appointed by the superintendent. Material changes were made: General world study was placed in the fifth grade, intensive study of the Western Continent in the sixth grade, and of the Eastern Continent in the seventh grade. Commercial, industrial, and social relations between countries are to be kept constantly before the pupils as it is believed that the frequent repetition of important facts from different points of view in each advancing grade will impress the facts of geography more firmly on the minds of the pupils.

Some readjustments were made in the course of study in history for the sixth, seventh, and eighth grades, and civics was restored to the eighth grade. Since the changes have proved satisfactory, we recommend that the course of study be recast on the new lines.

Because of a pressing need in the seventh and eighth grades for many more examples than the textbooks furnish and to save the teachers much blackboard writing the supervisors have prepared from examples furnished by the teachers pamphlets to be used in these grades.

There is some improvement in the appearance of the handwriting of pupils now that the transition from vertical to median slant is about over, but the penmanship in general is far from satisfactory. The adoption of a system which will train the pupils to write rapidly an uncramped, legible hand is greatly to be desired.

#### WRITTEN TESTS.

For the purpose of securing a more uniform standard throughout the city written tests in the major subjects were given during the second semester to the pupils of the grades from the fifth to the eighth, inclusive. These results were in the main very gratifying; the teachers were enabled to measure more exactly the power of their pupils to respond to requirements and the pupils were led to realize their responsibility for results. A comparison of these results was likewise beneficial to the supervising officers, as it helped them, not only to ascertain more fully the condition of the classes from grade to grade, but also to use encouragement and stimulation in those classrooms where such factors were most needed.

#### REPORT CARDS.

The new report cards with different forms for primary and intermediate grades have met with general approval.

## HALF YEARLY PROMOTION.

On account of the difference in opinion existing among parents, teachers, and officers as to the merits of the half yearly promotions adopted in 1907, the supervisors have this year given the subject much study and thought. Conditions in other cities have been ascertained, arguments for and against have been carefully weighed, and the difficulties attending the carrying out of the plan in Washington have been considered. This system has undoubtedly some very strong arguments in its favor; reclassification twice a year causes the classes to be better graded; the backward children are forced to repeat only a half year by nonpromotion; and the exceptionally bright and studious pupils can sometimes skip a half year, when to promote them an entire year would not be to their advantage.

The difficulties in the way of operating the system in Washington are many; the numerous small school buildings in Washington frequently cause the nonpromoted children to be sent, in the middle of the year, to other buildings, farther from their homes, and where they must adjust themselves to new conditions; the constantly increasing necessity for teachers to have two classes prevents work with individual children; and time must of necessity be lost by teachers in the most valuable part of the school year, in adjusting and unifying the work of newly organized classes.

The supervisors prefer to note further the working of the system in Washington before making any definite recommendation for or against it.

## EIGHTH-GRADE DIPLOMAS.

An event of great interest to the pupils of the graded schools was the resumption by the board of education of the practice of conferring diplomas on pupils who have completed the work of the eighth grade and are entitled to entrance to the high school. We believe that the move is a good one; that the pupils are entitled to some official recognition of work accomplished, and that this recognition adds dignity and importance to the work of the graded schools. The diploma, moreover, serves as a credential to the pupils wishing to enter high schools elsewhere, as well as to those seeking employment, certifying that the applicant is a bona fide graduate of the graded schools of the District of Columbia. In accordance with the expressed wishes of the superintendent, the commencement exercises were very simple in character, consisting only of addresses to the graduates, musical numbers by the pupils themselves, and the presentation of diplomas. Simple dressing and no flowers were advocated.

As the necessity for a clerk for the supervisor becomes more pressing every year, I beg leave to repeat in the report of this year the following recommendation from last year's report:

One of the most pressing needs in our school system to-day is clerical help in the office of the supervising principal. This need has long existed, but has grown in urgency within recent years with the natural development of administrative detail. Theoretically the supervising principal is in his schools throughout school hours. This is where he wishes to be and where he ought to be, but all too often it is where he finds it impossible to be. More and more is he held at his office desk.

For supervising principal, for building principal, and for the general public, a division clerk in the office of the supervising principal would relieve trying conditions which now exist. It is not easy to educate all who have business at a division headquarters to call at the beginning or the close of the day. Many expect, and not unnaturally, to find that office open for business all day. A representative of the supervising principal in his office through the day would prevent frequent disappointment and inconvenience and occasional dissatisfaction and irritation among those calling, in person or by telephone, in the absence of the supervising principal. The burden of clerical work is often complained of by building principals. The services of a division clerk would make it possible to transfer to him some work of this nature now necessarily imposed upon the building principal. Most important of all, a division clerk would materially lighten the present office exactions of the supervising principal, giving him more time for the most important part of his duties—that bearing directly on the teaching in the schools.

Providing division clerks would not inaugurate a new policy, but merely extend an existing practice wisely instituted years ago for our high schools. Each high school now has the service of such an employee. We do not doubt the need of such service in our high schools; we only assert an equal need in the divisions of the grade schools. For the consideration of the possible questioner we call attention to the fact that a high school has, under one roof, a corps of from 20 to 55 teachers and an enrollment of from 350 to 900 pupils. On the other hand, a school division contains from 9 to 12 buildings, scattered over several square miles of territory, a teaching force of from 80 to 100 teachers, and an enrollment of from 3,000 to 4,000 pupils.

To-day one of two things is forced upon the supervising principal who would keep all the lines of his diverse duties drawing well—either to carry his work to unusual hours and to recognize no such thing as a day of rest, or to secure clerical assistance at his own expense.

We respectfully ask you to advocate an extension to the divisions of the elementary schools of the policy of employing clerks, now operative in all our high schools. We urge this as the simplest, the most natural, and the most economical way to better the supervision in our grade schools.

The supervising principals wish to express to you their deep appreciation of your wise helpfulness and unfailing kindness to them in all matters pertaining to their work.

Very respectfully,

FLORA L. HENDLEY,

*Supervising Principal, Sixth Division.*

MR. A. T. STUART,

*Superintendent of Schools.*

## REPORT OF SPECIAL SCHOOLS.

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SIR: In compliance with your request, I herewith present the third annual report relating to the special and ungraded classes of divisions 1 to 9, inclusive.

The school year 1909-10 has been one of growth and development. In every direction the work has grown. Not only have new plans and ideas been incorporated, but methods that have been tested and found satisfactory have been used with greater care, so as to give the best results.

Details of the work accomplished in the special classes by the teachers of physical training, domestic science, and domestic art will be found in the reports of the directors of these departments. I can not refrain, however, from mentioning one item in each department. In physical training, stooped shoulders were straightened and the shuffling gait corrected to a considerable extent. In domestic science the experiment of preparing and supplying school luncheons to some of the classes was so successful that I believe the effort can be extended during the next school year. The needlework of the special classes was placed on exhibition at the Dennison School in the spring, evoking much favorable comment. The woodworking classes were unusually successful. In making the large pieces the ungraded pupils, of course, excelled, but the atypical ones accomplished much when they learned how to measure and mark out their own work. For one-half of the year a class of special teachers and advanced pupils was conducted by Mr. P. L. O'Brien, to whom much credit is due for his unselfish and untiring devotion. Due attention was given to music and drawing. Miss AtLee held many conferences with the teachers over the individual needs of their children, endeavoring to combine nature study and art in a manner intelligible to the simpler minds. Purely educational work has been developed along the same lines as heretofore, but handwork has been particularly emphasized. In beauty of design and in cleverness of workmanship the reed and raffia work has exceeded expectations. Several other lines of construction work were introduced by the teachers, according to the varying capabilities of the pupils. In this connection permit me to say that the caretakers deserve praise for voluntarily assisting the teachers in giving instruction in chair caning. It may not be out of place here to mention the fact that one of the pupils earned \$20 during the summer vacation in this line of work.

## UNGRADED CLASSES.

As the Gales class has outgrown its present quarters, the assignment of an additional room for shopwork is urgently recommended. This would permit us to confine the classroom work, typewriting, and minor industries to one room, removing the bench work, basketry, chair caning, and similar forms of industry to the second room, thereby enabling us to divide the class and establish an occasional study period for one section, while the other is busy at the benches. It would not then be necessary to conduct a recitation in the same room in which twenty boys are working at the typewriting instruments. With an extra room a far more satisfactory program can be arranged, with advanced pupils under the direction of Mrs. Bridges and the primary pupils under her assistant.

While the center at 605 P Street has been without playgrounds, the building itself has been quite suitable for our purposes. The primary and advanced classes have had separate schoolrooms, with other rooms for shop and hand work. Many uses have been found for the assembly hall in addition to its original one, as a place of meeting for the special teachers and the members of the Special Child Study Club, an organization of teachers, parents, and friends, whose aim is to study the problems presented by the segregated children and to cooperate in aiding them in every way possible. As the teachers and caretakers at this center wish to try the experiment of having school luncheons during recess in this hall next year, I take this opportunity of asking your permission to start this new feature, with the purpose of introducing the plan, with the cooperation of Miss Jacobs, in such other centers as can be readily supplied with an economical equipment. Permit me to call your attention to the fact that the primary class here has become gradually, but unintentionally, a foreign class, or, rather, a class composed almost wholly of non-English speaking children, five nationalities being represented.

In Georgetown the ungraded class has of necessity been small, owing to its restricted quarters. I trust that by another year a larger room may be found for the pupils of this section. If this can be done, not only can more pupils be accommodated, but some simple apparatus installed to form the beginnings of a test room or laboratory.

When the funds permit, additional ungraded classes should be established, one for the eastern and one for the southern section of the city. The attendance officers join me in this recommendation.

## ATYPICAL CLASSES.

Without going into details, I can say that considerable advance was made in studying the most effective methods of training these

children. In an effort to work out the relative value of intellectual, motor, and vocational training, I visited, with your consent, special schools in Baltimore, Philadelphia, New York, Boston, Springfield, and other cities, bringing back a number of new ideas. Among these the most important was the imperative need of determining at the outset, as accurately as possible, the mental age of the child. For this purpose I have secured your permission to introduce the Binet tests and hope in my next report to note the benefit derived therefrom. Improved programs and better classification resulted from this tour of inspection. Each section of the city now has its center, those in the southwest and northwest a full complement of three classes, lower, middle, and high. A new class was established in the northeast in excellent quarters, somewhat similar to the one already underway in the southeast. By providing car tickets to pupils living in the suburbs an increased attendance was procured for the Georgetown class. By another year it is hoped that better light and heat may be provided for the rooms used by this class. By the opening of another school year a second teacher will be needed at 25 Fifth Street SE., and soon thereafter one in the northeast center. Gradually I hope the three classes heretofore mentioned may be established at each center in order that children may be better classified. Helpful lessons were given daily in two or more of these classes, as well as in the ungraded classes, by Miss Malcolm in her special subject.

In conclusion, permit me to say that all the teachers have been actuated by a desire to benefit the child wherever possible. They have been zealous, tactful, and indefatigable. Knowing this, the parents have been friendly. Several have fitted their children with glasses, others have consented to operations for removing the adenoids and enlarged tonsils of their sons and daughters. Others still have taken their children to the dentist or permitted the teacher to do so when filling or extraction seemed necessary or when retarded or impacted teeth were discovered. So many friends have assisted us in various ways that it is impossible to render thanks to each by name. The special teachers know they are under obligation to many and are duly grateful.

Very respectfully, -

W. B. PATTERSON,

*Supervisor in Charge of Special Classes.*

Mr. A. T. STUART,

*Superintendent of Schools.*

## REPORT OF THE DIRECTOR OF INTERMEDIATE INSTRUCTION.

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SIR: The year just closing has been a period occupied by many activities on my part looking to the maintaining of the established standard of efficiency and the improving of methods of instruction wherever such improvement is possible. Almost all of my time has been consumed in visiting the various classes under my supervision. It has been my earnest desire and endeavor to remain in each class long enough to arrive at a just estimate of the teacher's problems and to gain information of value in helping the entire school situation. This part of my work has been, in my estimation, exceedingly valuable both to the teacher and to myself. To the teacher it has brought the assurance that those having the responsibility of direction are seeking to bring about conditions which will make possible better work on the part of both teacher and pupil. To myself has come the knowledge of the real conditions, of the possibilities, and of the difficulties confronting the teacher who is charged with the execution of the plans outlined by the administrative and supervisory officials.

The spirit of helpfulness must be evident in the attitude of the person charged with visiting classes at work and throughout the year it has been my endeavor to bring help to the teachers whom I have visited, by explanation, suggestion, and kindly estimates of the success or failure of the teacher's work with reasons for such success or failure. My attitude has been one of inquiry as to what the teacher is doing, what the teacher needs, and how the supervising official can help. The splendid spirit of our teachers has made my work most pleasant and the readiness to accept suggestions, the keen desire for improvement, and the genuine interest of the teacher in the welfare of the child have been to me a constant source of inspiration.

During the year I have from time to time met the teachers of the various intermediate grades for the consideration of matters of general interest. In order to make these meetings more of the nature of conferences, the teachers were met by me in small groups, each representing the teachers of a single grade of one or two divisions. By this means I was able to talk with the teachers and have them present to me their problems in a manner which would have been impossible in a larger meeting. In my conferences with the teachers in meetings I have presented matters which I estimated to be of the greatest importance in making for greater efficiency in our work. I

have been able to give some interpretation to the various courses of study but I have desired to leave most of that work to the local supervising official, who, to be most successful, must assume the educational leadership in his division.

The modification and construction of courses of study have occupied much of my attention this year. An entirely new course of study in nature study and elementary physics has been placed in the hands of the teachers. This course outlines for each grade more work than could be reasonably expected of the grade, but the teacher has been given large liberty in electing certain subjects and omitting others. It is hoped that most valuable work will be done by the teachers who, exercising this freedom of choice, select subjects which are interesting to them personally and thus bring the study of nature to the child with the enthusiasm of one who is striving to interest others in that which interests him. Most of our teachers have been very successful in this work, and there is every reason to expect that the right use of this comprehensive and suggestive course will result in a sane course in nature study pursued with earnest interest by both teacher and pupil.

Modifications in the courses in history and geography have made the courses formerly in use much more suited to local conditions and have added a needed degree of definiteness. The course in geography has been the least satisfactory of the recent adopted courses. At your request a committee has been at work for the past two months on a revision on the course of study in geography. This committee has almost completed its work and the general plan of the proposed course of study has been announced to the teachers in order that they may be able to plan their work for next year in accordance with a compromise course leading to the introduction of a new course.

To one whose duties afford him the opportunity to see many classes at all kinds of school work the growing tendency of the regular teachers to employ outside help in the carrying on of special lines of school activities is a matter for serious consideration. When special lines of work require such a degree of technical skill that the well-trained teacher is forced to employ an outside person to perform the work the justice of forcing the teacher to deplete her small income by paying others to do the work of the school should be questioned.

Another source of great loss in the teaching efficiency in our schools is the lack of an adequate provision for capable substitute service. Large classes of children are often placed for periods of considerable length under the charge of persons lacking professional training and teaching experience. The cure for this great evil lies only in the establishment of a paid corps of substitute teachers who shall be required to present the same evidences of fitness as that now

required of the beginning teacher. It ought not to be a difficult task to devise some plan by which such a corps of substitute teachers could be established with but small addition to the present expense of the public schools.

Since the adoption of the plan of semiannual promotion in this city we have been seeking to find some system of school organization which would overcome the difficulties presented by the local conditions. The prevalence of the eight-room type of school in this city has made it necessary to move pupils from one building to another, and often for considerable distances, in order to secure the organization of a division with practically all of its classes solid "A" or "B" classes. The degree to which this has been done is, in my estimation, unwise, because it has caused the child the hardship of changing, in many cases, both his school and his teacher. The many benefits of the semiannual promotion could be secured with less hardship upon the child by a greater willingness upon our part to organize mixed "A" and "B" classes. This would, of course, mean an adjusting of the teachers' ideas in regard to certain methods of class management and the development of a time schedule, program, and grade assignments in the courses of study suited to the need, but the resulting good to the child would compensate for the labor involved.

The meeting of the need for the extension of manual-training work in the shops for the boys of the fifth and sixth grades is one of the great problems which must be solved at once. Our boys begin to leave school in the fifth and sixth grades, and they do not leave primarily because their help is needed to augment the family revenue. They leave us because the routine of school life ceases to satisfy their needs. Teachers of long experience in this city will be able to recall but few cases of pupils who were successful and happy in school being taken away to engage in gainful occupations. In most cases the boy meets the parent more than half way in the process of leaving school. This lad does not usually go to profitable labor. He is too immature to become an apprentice, hence he engages in some work which brings little in the way of financial return or preparation for future usefulness. What is the cure for this condition? Many cities are endeavoring to solve the problem by means of vocational and trade schools. Our immediate effort to meet the needs of our situation should be the placing of some forms of manual activity in these two grades.

During the past year we have seen all of our grades adequately equipped with textbooks and supplies. Our appropriation for this purpose does not allow us to supply our schools with much of the equipment which is demanded for the best work, but a wise economy has enabled us to leave no serious shortage in books and supplies.

In presenting this brief report of my work and respectfully submitting these proposals for improving our conditions I desire to acknowledge the kind courtesy and sympathetic support which I have unfailingly received at your hands.

Very respectfully,

S. E. KRAMER,

*Director of Intermediate Instruction.*

Mr. A. T. STUART,

*Superintendent of Schools.*

## REPORT OF DIRECTOR OF PRIMARY INSTRUCTION.

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SIR: The primary grades have maintained high standards in all lines of work during the year. There have been no innovations; emphasis has been placed on strengthening work already planned in the various courses of study, rather than on work along extension lines.

The prevalence of half-time classes in the first and second grades places the children of Washington at a distinct disadvantage. They enter the third grade with practically but one full year's training (two years of half-day schooling) and the fourth grade with only two, rather than three full years' preparation. Our courses of study cover about the same limit of work prescribed generally by city-school systems, and to accomplish this work in the shorter time periods, puts both teacher and pupils under a strain. I know of no other school system in which the children are permanently kept on half time through the first two years of school life. I appreciate the fact that you are aware of this condition and that you have made efforts to change it, but I respectfully urge further efforts be made to put the second grade at least on full time. In the less congested sections of the city there are available rooms for giving these children full-day schooling, but the objection is that in such instances the teachers would be obliged to teach whole-day schools for the same salary paid the teacher who has but a half-day school. It is on account of this same crux in the salary schedule that so much difficulty is experienced in filling vacancies in third-grade schools. Teachers do not wish to work a whole day on the same salary paid for a half day's work in the first and second grades.

The doctrine of equal rights which prevails for boys and girls alike, in all other subjects, is violated in the case of manual training. The girls in the third and fourth grades have weekly lessons in sewing under a special teacher. For the boys, no general provision is made for manual work. A few schools have been provided with knives for whittling and construction work, but there is a sad lack of general equipment. The boys want the work, and the teachers are ready to undertake it, but funds are not forthcoming. The educational value of such work is too well known to need further urging. Practical application of lessons in arithmetic can be made in the construction of boxes, labels for plants, and stakes for the school garden;

models can be made illustrating the evolution of transportation and other features of geography and history. It is hoped that in future appropriations for manual training these young beginners will not be overlooked.

Every effort is made to prevent special subjects, such as art and construction work, physical culture, and music from degenerating into "fads and frills."

Such subjects are used to supplement, as far as possible, the regular subjects of the curriculum. The impressions gained in the study of literature, history, and geography are often deepened and enriched by correlation with work in drawing, modeling, and painting; the arithmetic is helped by the computing and measuring required in paper and cardboard construction; nature study and many phases of geography are rendered "practical" through the school gardens and music has a direct recreative and ethical value. It is recognized, of course, that each special subject has a content value of its own, and with this cooperation between teachers of special subjects and the grade teachers, there can be little danger to the supremacy of the three R's. A reference to the time schedule shows that this time-honored triad, with spelling, is holding its own in our schools.

Cooperation between the home and the schools was sought by many teachers of the first and second grades through Parent Days held at different times during the year. The schools were not on dress parade on such occasions. On the contrary, regular school programs were carried out, number lessons, reading, language, and spelling lessons were given, the teachers demonstrating the prevailing methods of work. The children's compositions, drawings, and other handwork was exhibited, and parents had the opportunity of looking over such work and making comparisons. Opportunity was also given, after school hours, to talk over the progress of individual children with the teachers. Many of the meetings were well attended and all were found to be mutually helpful. It is probable that such conferences will soon become regular features of each session.

The special classes set aside for atypical and unruly children have lightened the burden of the grade teacher and have brought about good results to the children concerned. But there is another class of children not yet provided for. The child who is retarded by illness and absence can not be given the necessary individual attention to bring him up to grade on his return to the teacher with a class of 48 or more children. Such a child is not "stupid;" a little extra tutoring would bring him up to grade. Many teachers give up recess periods and labor after school hours in helping such children, but this is a heavy tax on the teacher's vitality. I recommend that in each division, or better still, in each large school building,

the establishment of an ungraded class in which retarded children of all grades can be given individual attention. Such a class should be small enough to give the teacher the proper opportunity for individual help. Frequent absences and retardation are more prevalent in the lower primary grades than elsewhere in the system, on account of the age of the children and of the number of children's epidemics. Not only the children who are ill suffer this retardation, but the children excluded because of illness in the family become victims as well, and are frequently required to repeat a grade for the want of the timely help suggested. In his report of laggards in our schools, Mr. Leonard P. Ayres, secretary of the Russell Sage Foundation for the investigation of backward children, shows that from various causes, in 31 cities investigated, 33 per cent of the children were over age in the primary school, that in the lowest primary school, the typical first grade, for every four beginners, there are three repeaters. Steps have been taken to lead the teachers to give special attention to the subject of retardation during the coming year.

The regular grade meetings were held as usual on afternoons after school hours throughout the year. The professional activity of the primary teachers were especially marked. They faithfully attended day meetings and night meetings, winter lectures at the George Washington University and summer lectures at various universities and summer schools. A special class of the model teachers was held at night during the several weeks of the first term for the study of some special phases of primary reading, Huey's *Psychology of Reading* being used as a guide. Many teachers of the third and fourth grades attended a series of night meetings held by Miss North to get extra help and instruction along the lines of art and construction work. The spirit shown by these young teachers in measuring up to the higher requirements and in extending their professional work deserves high praise and commendation. Fully half of the students registered in the Teachers' College of the George Washington University were from the primary schools. This department of the university has arranged professional courses of high grade for teachers after school hours on school days and for morning hours on Saturday. Every effort has been made to cooperate with school officers and teachers, and to make the conditions favorable to teachers who wish to do extensive work while actively engaged in teaching.

Another aid to the teachers and children is found in the Public Library. This library is a valuable asset of the school population of the city. The reading room, the loan collections of books and of pictures which illustrate the different phases of school work, grade by grade, are of great service to our youngest citizens. The circula-

tion of books from the children's room during the year was 115,911 volumes. I quote from a pamphlet issued by the library:

*Work with schools.*—The library had a collection for the year 1909–10 of about 2,500 volumes for its work with schools. These are distributed among the schools in groups of 20 to 30 volumes. The teacher uses her knowledge of the interest of her pupils in selecting books and making them of the greatest value to the children. These books are changed every two months and are still limited, owing to the smallness of the collection, to the more distantly situated schools. It is a pleasure to state that both in the white and in the colored schools excellent care is (on the whole) taken of the books, and that mutilation and losses of books so loaned are usually made good to the library. Teachers report excellent results from the reading of books, and a large registration at the library is directly traced to their use. It is essential that this work be thoroughly developed and the collection enlarged until it can meet the demands.

Circulation figures for the year 1909–10 show a distribution of 6,266 volumes in 270 classrooms, with a home use of 28,170 books and a reference use of 2,586.

The year has been in every way satisfactory and successful, and I extend to you assurances of appreciation of your unfailing interest and help in all of the work of the primary department.

Very respectfully,

ELIZABETH V. BROWN,  
*Director of Primary Instruction*

MR. A. T. STUART,  
*Superintendent of Public Schools.*

## REPORT OF DIRECTOR OF NIGHT SCHOOLS.

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SIR: The public night schools under your supervision have had another successful year. The statistics as to enrollment, number of teachers, etc., appear in the statistical report. It will be noticed that the enrollment, excluding the McKinley Manual Training School, increased slightly, from 3,792 in 1908-9 to 3,841 in 1909-10. The enrollment at the McKinley School was 433, making the total enrollment for the year 4,274—2,315 in the white schools and 1,959 in the colored schools.

The following changes in organization were made: In the colored schools, the business classes were removed from the Armstrong Manual Training School to the Mott School, the industrial or manual training classes remaining at the Armstrong. In the white schools a cooking class was opened at 1338 H Street NE., another at 3224 Eleventh Street NW., and a carpenter shop at 605 O Street. All of these classes were well attended and did good work.

Perhaps the most marked feature of the year's work was the opening of the evening classes at the McKinley Manual Training School. As there were no funds available for this purpose, Dr. G. E. Myers, the principal of the school, and 18 of his teachers volunteered their services without pay to demonstrate the demand for such a school and its usefulness. These services were accepted by the board of education, a nominal salary being given, and there were opened classes in forge work, woodwork, art metal work, dressmaking, millinery, electricity, cooking, machine-shop work, freehand and mechanical drawing.

The enrollment and attendance showed that the work was appreciated by the community and justified the special effort made by you and the board of education to obtain from Congress an addition to the appropriation for night schools sufficient to permit the continuance of this school on a proper basis without injury to the schools already established. Congress failed to make such provision, the appropriation for teachers next year being but \$500 greater than for the present year, or \$17,500 in all.

As desirable as the industrial work at the McKinley is, I do not feel that the board would be justified in continuing it if doing so would materially reduce the length of the grade night school term or materially lessen the efficiency of the present business school.

As at present organized, if the McKinley is not opened, the white schools could hold 72 sessions and the colored about the same number. Should the McKinley be opened, having an allotment equal to that given the Business High, all the schools, white and colored, could have about 63 sessions. Opening the McKinley would reduce the colored allotment of the appropriation about \$500, the allotments being made in proportion to enrollment. On the whole I think that this plan would better be adopted, and a strong effort be made next winter to obtain an appropriation large enough to enable all night schools to have at least 75 sessions, and to permit the payment to the teachers salaries commensurate with the services rendered and equal to those paid in other cities for like work.

The average age of pupils in the white grade schools was 19.4 years, in the Business High School 20 years, and in the McKinley Manual Training School 23.2 years. In the colored schools the average for the grades was 28.6 years, in the Armstrong 24.1 years, and in the Business High 27.7 years.

A large per cent of the pupils were in attendance long enough to make material advancement possible, the majority of the students being in attendance for the entire term. Discipline in our night schools is not now a serious question. Skillful and experienced teachers in well-graded classes have solved that problem. The fact that 101 pupils were certified from the eighth grades to the night high schools shows that our teachers and our pupils are doing serious and effective work. Many of these pupils have earned their promotions by several years' continued attendance in the night classes.

The work in the foreign classes at the Franklin and Jefferson schools was very successful. There were eight of these classes at the Franklin and two at the Jefferson. These classes are necessarily small to be of most value, as the work is largely individual, and yet by careful grading much class work is done. In this connection I desire to call attention to the active interest taken in these classes by the patriotic societies, the D. A. R. and the Council of Jewish Women. Not only have they used effort to swell the attendance, but on the closing night of the Franklin School they were represented and gave prizes of American flags and books to those who excelled in English composition. Our night schools owe much to these noble, patriotic philanthropists.

I urge that a determined effort be made with the District Commissioners and the proper congressional committees to obtain adequate appropriation for the full development of our night schools. Large salaries to teachers, a longer term, and more industrial work are the demands that should be emphasized.

I desire to commend the work in the colored schools. No one can visit the colored night schools and fail to feel that the heaven of

education is doing its work in Washington, and that the colored problem is being solved to the advantage of white and black alike.

I desire also to give due praise and recognition to our faithful and efficient teachers. In fair weather and foul they have been at their posts of duty, and have done well their part. "There all the honor lies."

Thanking you and Mr. Hughes, and the members of the board of education for the kind consideration and active support you have given me, I am,

Very respectfully,

B. W. MURCH,  
*Director.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

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## REPORT OF THE DIRECTOR OF MUSIC.

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SIR: I beg to submit herewith my report on the work of the department of music for the year just closed.

In all classes where the Song Primer has been placed in the hands of the children the work in music in the first grade has been greatly strengthened. The text in the hands of the pupils increases the opportunity for individual work, stimulates the interest of the children, and is a great conservator of the time and strength of the teacher, who otherwise must write songs and exercises on the blackboard. The pride and delight of these first-grade pupils in singing from their own books is really very surprising. Probably their greater success in studying the songs is due to their greater power of concentration—a very difficult matter when the song is written upon the blackboard.

It has been interesting to note the difference in development of the formal side of the music work in second-grade classes where the use of Book 1 in the hands of the children followed, as it logically should, the Song Primer, and this work in the same classes (second grade) where the desk book only was used. If argument were needed to support my recommendation that this grade be uniformly supplied with copies of Book 1, an examination of the differences in the results obtained would suffice.

The training of the ear, together with the training of the eye, is the very beginning of experience in music reading. By this training a child may see and understand the signs of musical notation, and much more. Through the combined effort of ear, eye, and vocal mechanism, reenforced by the sense of touch, as in playing any instrument, music reading is accomplished. Failure of any one of these agents to do its part interferes with the free interpretation of the symbols.

Sight reading is not dependent upon the use of one faculty or organ. One day a single sense perception may contribute to this power—perhaps hearing only, or the sense of touch, as in the use of the keyboards. Another day we may be calling the rhythmic sense, innate in most children, or the imagination, or the memory, to aid in its development. Sight-reading power is a composite,

whose elements are drawn from all the child's resources, both physical and mental. The more he reacts and becomes a part of the music he is interpreting, the more his sight-reading power increases.

Sight reading requires musical power. Musical power develops through its use in sight reading, for musical power is not a single gift, but a combination of faculties which must be developed, each in turn, through experience, understanding, and effort.

In the fifth grade there is need of new material. The fact that the fifth-grade children have sung one year from the music reader as fourth-grade pupils dulls the interest and hampers the work of this grade. With children the entire problem of interest in music is solved if sufficient material of the sort that appeals to children is supplied.

The discontinuance of the song festival as an annual musical event is a serious detriment to the work of the music department. Children in the very lowest grades have come to look forward to the time when they should participate in such a festival, and throughout the schools their disappointment is keen. The stimulation of the minds and spirits of children by such expectations is perfectly normal and wholesome and should be a legitimate part of the work in music, as it is made a part of many other phases of school work. I recommend that the song festival be made an annual event in the schools, just as the competitive drill is an annual event. In time this event would come to be recognized as one of the great features of the Washington schools.

Moreover, there is legitimate demand for this emphasis on the music side—the art side—of the child to offset the tendencies of the athletic interest. No one disputes the advantage of athletic interest to the school; but just as we continue to develop this interest and stimulate it by public competitions and exhibitions, so we should definitely plan to round out the child's development by stimulation of every aesthetic and altruistic impulse. I believe there is no more effective means to this end than the one I advocate—an annual song festival.

There is need for the reorganization of the work in music in the high schools. With the present limited faculty it is not possible to do more than the chorus work in the different high schools. If credit were given for music, and it were made to count toward a diploma, that would help very materially in dignifying the work.

I recommend the appointment of a teacher of music for each high school, which would mean the appointment of three teachers in addition to the present corps.

This would enable us to make a beginning of placing the music in the high schools on the same footing as drawing. The demands upon the two teachers of music now assigned to the five high schools,

especially in the case of Miss Mason, who also acts as an accompanist, is excessive and quite out of proportion to the demands made upon other high-school teachers. I refer to the extra work demanded by entertainments, class nights, graduations, and the rehearsals for the same.

I also recommend the supplying of 500 copies of five different oratorios. By exchanging these from time to time from one high school to another, the students of the high schools would become acquainted with these oratorios, so that in the future we could give high-school concerts worthy of the ability of the students.

There should also be given in each high school at least one concert a month to develop appreciation of good music. Much talent of a very high order is available for this purpose, and if permission were granted to arrange a series of high-class concerts—six or seven—for a nominal admission fee of 10 cents each, to be paid by those pupils who wished to hear the music, there would result a very marked increase in general music culture and appreciation. This is not a new idea. Many cities recognize this need and definitely plan to meet it in some such way as suggested above. We shall never be a music-loving people until we create the need for music satisfaction among our public-school pupils.

In one high school a piano player has been introduced. The results have been interesting and significant beyond our expectations. These piano players as sources of general music culture should be introduced into all of the schools. I therefore recommend that when new pianos are desired those with the inside mechanical player be bought in place of the pianos now purchased. For an original outlay of a small amount of money a circulating library of rolls could be owned by the schools. This would enable the children to study the best in musical literature.

The use of the Victor machine as an adjunct to the music work marks an experiment new to the year just passed and opens up a range of possibilities of great interest and significance. Because of the very general use of these machines and the prevalence of cheap and trashy records, their introduction into the high school has had to be managed with some discretion, lest the disrespect of the former association attach itself to the performance. A high-class instrument was purchased, and only the red seal records of the world-acknowledged artists were given, and these only at rare intervals. The result has been most interesting. An audience of 500 high-school students listens with profound attention whenever a record is given on the Victrola. The records have been chosen with a view to standardizing and supplementing the work done in the music classes. I see great possibilities in the use of these instruments.

On Monday afternoons from October to May the director of music has met in her office a class for the study of the Beethoven symphonies. As many as 50 of the teachers of the graded schools have attended this class. The interest has been marked and the class will be continued, as it very evidently meets a need for more intensive study of the works of the great masters.

In closing I beg to acknowledge the sympathetic cooperation of the teachers of the music corps, to whose untiring efforts the success of the work of this department is due.

Very respectfully,

ALYS E. BENTLEY,  
*Director of Music.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF DIRECTOR OF DRAWING.

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SIR: My first aim in planning the work in drawing for the past school year has been to get the course of study in such form as to be a definite help to the teacher—not so hard and fast as a textbook, but not so vague as to leave the teacher at sea—not so hard and fast as to cut off originality on the part of the teacher, but not so vague as to fail to help the teacher who may lack this quality. This course has crystallized into a printed form, for the fifth, sixth, seventh, and eighth grades, as it has now been in use long enough for me to feel that it is practical. In the first four grades directions for the work are still given to the teachers at meetings called by the director of primary instruction, but an often-expressed need on the part of the teachers makes me plan soon to have this course also in printed form. In these grades the work in drawing is planned to correlate directly with the other subjects in the curriculum and with the daily school and home life. Developing the art work around these “centers” adds much to its vitality. To round out the course in the fifth grade the study of water color was added this year, and the results were gratifying in the extreme. That the teachers may see this work, I am planning to hold an exhibit of it in September.

One of the problems undertaken in the early part of the course for sixth, seventh, and eighth grade pupils emphasized some phase of constructive work, by making a blotter or portfolio. This work is planned to be closely related to the interests of pupils of the age of children in these grades, who respond so readily to problems dealing with how the thing is done. Nature drawing, design, and lettering were associated with the piece of constructive work, so that the pupils recognized in it the practical application of design. Too much stress can not be laid on the necessity of planning a course with reference to the interests of the child and not based on subject matter alone. A piece of work carried out by the teachers in the drawing corps, which should prove of great interest and value to the fifth, sixth, seventh, and eighth grade teachers, is the preparation of a series of charts illustrating in miniature the drawing course for these grades.

In the secondary schools the course in its general features remains unchanged from the outline given in my report last year. Special effort has been made, in teaching drawing and color in the academic high schools, to relate the work closely to the pupils everyday surroundings in such a way that they shall be brought through the repeated exercise in discriminating between good and bad examples of line, form, and color, to the cultivation of good taste. In the pur-

suance of this idea, the object drawing was used sometimes as a basis for posters, while in the color work, schemes relating to dress and household decoration were developed.

Work of great interest has been done in block printing, stenciling, and metal work, in the effort to round out the course in the academic schools by the introduction of more manual training. The metal work has an especially educational value, perhaps to a greater extent than any other branch adaptable to school work, for the reason that it admits of a progressive series of problems, ranging from the simple to the more difficult. The work in the Business High School is planned to bear directly on the aim of the school as a commercial high school, problems in lettering and advertising forms occupying an important place in the course. This work and the work in drawing and design were brought together in the posters which were made in connection with the school interests and in the page decorations for the school paper. The fact that the McKinley is a manual-training high school determines the nature of the work in drawing and its time and place in the course. More time, proportionally, is given to the drawing and emphasis is laid on design, not only as ornament or decoration, but also in the sense of selection, fine proportion, and arrangement. The criticism has been made in the Pennsylvania Railroad shops that, though it was comparatively easy to obtain good mechanical draftsmen, it was very difficult to find boys with the ability to make an adequate free-hand sketch of a machine. In this connection it is interesting to note the work being done by the third-year boys, from whom the teacher has obtained excellent results in pencil and pen sketching of parts of machinery.

For the equipment of a teacher drawing is an essential, therefore the training in drawing in the Normal School is of prime importance, and too great stress can hardly be laid on adequate high-school preparation for the work. It is earnestly recommended, therefore, that four years of drawing in the high school—at least one period a week during the first two years and two periods a week in the third and fourth years—should be a definite requirement for entrance to the Normal School. The direct object of our normal art instruction is to prepare the students to teach the drawing in the graded schools, but no less important is the end it also has in view of developing the aesthetic sense through study in art appreciation. Such a course can not fail to make finer, stronger teachers.

I thank you for your unfailing and appreciative interest throughout the year.

Very respectfully,

ANNIE M. WILSON,  
*Director of Drawing.*

MR. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF THE SUPERVISOR OF MANUAL TRAINING.

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SIR: In my report for 1908-9 I discussed at some length the condition of the work in the grades, and also the subjects of vocational training and night schools. I would call attention to that report as being pertinent at this time. I fear that the evidences of a lower standard in the seventh and eighth grades are increasing in spite of our efforts. If suitable work could be started in the fourth, fifth, and sixth grades it would seem, as suggested last year, that its effect would be felt in the upper grades.

### VOCATIONAL SCHOOLS.

As the appropriations for six-room manual-training buildings for the High Street and Cardozo sites have been made, the practicability of establishing elementary industrial schools at these locations is worth considering. The most conservative plan, perhaps, would be the forming, at each place, of a special class of about 40 eighth-grade boys who might elect to join it. These boys would be, probably, from among those who had no expectation of attending the high school, although not necessarily so. They might also be boys who had previously shown natural aptitude for tool work. Such a class could be divided into two sections, each spending half a day in the classroom and half a day in the shop.

This scheme might necessitate a curtailment and rearrangement of the present eighth-grade course of study, retaining the most important features and, presumably, modifying them to make them bear more directly upon the particular aim of the school. It is assumed that the shopwork would include only handwork in wood at first, or until experience and the demand might warrant the addition of other subjects. There should be mechanical drawing, related to the constructive work. The proper length of the course could be left for experience to determine. The aim should be to lay a good foundation for a trade. Two and a half hours a day for a school year of 36 weeks make about 56 days of 8 hours each. If this were doubled, by prescribing a minimum of two years for the course, we should have the equivalent of four and a half months' work, eight hours a day. I should say it would not be well to start with less than this in view. The classroom work for two years could be made the equivalent of the regular eighth-grade course. The school day

might be extended to six hours, so as to give three hours to each part of the work. This would make a total, for the two years, of a little more than five months' work; days of eight hours each.

A beginning could thus be made in the working out of a plan which would include vocational schools to which the boys could go after completing the eighth grade, or earlier, if the conditions warranted it. At the same time, schools like those suggested would take care of boys who were not ready for the larger schools, and who would leave school if there were no special inducements for remaining.

#### NIGHT SCHOOLS.

The heavy enrollment in the night classes at McKinley more than demonstrated the need of such classes. The character of the students was evidence that a carefully organized school, such as I attempted to outline last year, would be appreciated and would be fully warranted. This proposition is in entire accord with that for a day school with vocational aims.

#### SPECIAL CLASSES.

During the past year four of the regular manual-training instructors have given an aggregate of four and a half days to the shopwork in the ungraded and atypical schools. While the present arrangement for conducting this work seems productive of fairly satisfactory results, I am still of the opinion that the best results would follow the appointment of an instructor who could give his entire time and thought to the problems peculiar to the work with these special classes.

#### M'KINLEY SCHOOL.

For the first time in several years the work at McKinley was conducted without interruption from building operations. There was a corresponding improvement in the smoothness and efficiency of the work.

In the machine work a serious loss was sustained when George W. Sunderland died. He was a man of unusually fine character and disposition, an enthusiastic teacher of his subject, and worked for the larger good of the school with an unvarying cheerfulness which was an inspiration. In addition to the high standard which he maintained in the shop of which he had charge, he organized the school orchestra and brought it up to a point seldom attained by schoolboy organizations. It is a fitting memorial to his musical taste and ability no less than to his power for organization and direction.

During several months of the year, much time was given to a study of plans for the proposed third extension to the school. The details have been carefully considered and the drawings and specifications, in their present status, give promise of a most satisfactory building.

## SALARIES.

In a recent report I made the following statements:

It seems proper to refer, at least for the sake of emphasis, to the very great obstacle which the low salaries of the school law place in the way of success in all industrial subjects—mechanical drawing, freehand drawing, domestic science, domestic art, and shopwork. The matter is urgent. As I stated in my report for last year, the discrimination respecting salaries in the subjects named has heretofore been more apparent than real and, where real, was largely a matter of chance or incidental to the rapid extension of the work. Then, all salaries were low and this made it more bearable. Now, however, the discrimination is very real indeed, embodied in law, with no promise for the future, and with less ground for hope than heretofore. Early and vigorous work looking to an equalization of salaries is of the utmost importance.

And later I said:

It is interesting to observe that we are attaching less and less importance to manual training, judging by the time given it, salaries paid to its teachers, etc., at the very time the President is advocating its extension. At this time, also, there are important State and national movements for the encouragement of industrial education, and there is no one subject receiving so much attention, on the programs of recent educational meetings, as manual training and allied subjects.

As in the grades, so in the high school the new law has led to little or no improvement. In this school the teachers of every subject which aids in making it a distinctive school are discriminated against in salary. The minimum is two hundred dollars less than the minimum paid in other subjects, and the maximum is four hundred and fifty dollars below that in other subjects. Furthermore, the rate of increase is so slow that nearly twice as long a service is required to reach, in regular promotion, this lower maximum. This condition is worthy of note in view of the advocacy for the extension of manual training, as heretofore remarked. Over \$500,000 has been appropriated, to date, for the McKinley School, to provide site, building, and equipment for a manual training high school. Is it not about time that the propriety of giving the manual training and allied subjects a "square deal" is given serious consideration, that the necessity of securing and retaining a strong body of teachers for manual training subjects is recognized? In no other way can the school be continued as a strong institution of its class.

Since the foregoing was written, further appropriations have been made, making an aggregate of over three-quarters of a million dollars for land, building, and equipment. Congress seems disposed to provide for the growth of manual training so far as inanimate buildings, apparatus, tools, and materials are concerned. Why the mind of Congress can not be impressed with the necessity of providing salaries which will induce the most capable men to seek positions in the school, in order to insure adequate returns from this investment for material equipment, it is difficult to understand. When a vacancy occurs, the applicants of best education and experience do not come up for examination after learning the salary prospects. The disastrous results of this year's attempt to improve these conditions offers little encouragement for the future.

Very respectfully,

J. A. CHAMBERLAIN,  
*Supervisor of Manual Training.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF THE DIRECTOR OF DOMESTIC SCIENCE.

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SIR: I have the honor to make report concerning work in the department of domestic science for the year ending June, 1910.

It is not the province of this report to discuss the many factors which combined to make it necessary for the public schools to teach girls the things pertaining to home making. The demand for such instruction was made and met, but there is growing apprehension that unless more can be done along this line the individual homes of the land will be put in jeopardy; so as the work this year has been given as outlined in previous reports, I will not discuss it in detail, but will briefly review some parts of it and discuss the work we can do and hope to do some time in the future.

Work is given in the seventh and eighth grades of the elementary schools, in the manual training high schools, and in four of the schools for special children.

### EQUIPMENT OF CENTERS.

In the seventh and eighth grades each class has a lesson a week. In each class one group, of from two to four pupils, does the cooking while the other members of the class watch the operations, offer suggestion or criticism, ask or answer questions, or give explanation for certain procedure. Another group of four pupils clean the dishes, sweep, dust, and otherwise put the room in order while the remainder of the class is busy in another part of the room writing directions for making the dish which was prepared before them. The lessons given have been such as will teach girls how to cook the staple articles of food, from where and how these are obtained, how much they cost, and how much they nourish the body.

In the manual training high schools some classes have one lesson a week and others have two lessons. Here each pupil has her own kitchen utensils and equipment, and after discovering by means of experiments the composition of the materials given her and the effects of heat and other forces on them, she proceeds to apply the knowledge gained by cooking very small quantities of such materials. This same process is followed when giving the laundry and home nursing or hygiene work. This method of giving the work is the same as that used in the science laboratories, and the knowledge and power gained are the result of discovery by experimentation, deductions therefrom, and application of principles learned.

Equipment for individual work is provided also for the children in the special schools that the opportunity may be given to train their muscles to do certain portions of housework, thereby aiding mental growth or control through the stimulation of certain nerve centers.

#### POSSIBLE EXTENSION OF WORK IN GRADES.

The largest part of our work is with the girls of the seventh and eighth grades, who are between the ages of 12 and 16 years, many of whom have little opportunity to go into the kitchen to prepare or even help prepare a meal or to wash the dishes. Their knowledge of how to do these things must be gained in the hour and a half spent each week in the cooking schools, hence progress is slow, so slow at times as to be imperceptible, yet, because we know the work is good and have received some encouraging reports from former pupils who are now married, we believe power is being gained by the pupils now in school, though we can not see or know of it. We hope to be able some day to give our girls in the seventh and eighth grades greater opportunity to gain power through experience in handling materials. We wish to divide each class into groups of four pupils and to give to each group sufficient materials to make a dish which will be enough to serve four persons. They will then have four times as many opportunities as now, and by keeping the quantities used as great as now they will learn through experience the amount of time required, the energy expended, the heat applied, and the appearance of the finished product as they will use it in the home.

We wish also to give more extended work in the preparation and service of meals to pupils of both the grade and the high-school classes. Something along this line was done this year for those girls who were repeating the work of the eighth grade. During one lesson they prepared and served a simple breakfast; during another a simple luncheon. The service of these meals was without waitress. During other lessons they prepared and packed lunch boxes and baskets. At one school there was a well-shaded playground, so the class served the basket luncheon out under the trees as they would when off on a regular picnic. Another class voted to give the lunch box to their grade teacher. It is hardly necessary to say the girls were thoroughly interested in this series of lessons. Many of them said they had been helped very much. They had learned to cook single dishes, but did not know how to attend to the preparation of many things at one time, how to serve an entire meal, nor what to prepare for lunches to be carried to work or on picnics. Through some such work as this we may help solve the lunch problem of the high schools.

Because of the greater expense of these lessons they were given to very few pupils this year, but this is the kind of work we want to give during the second semester of the eighth grade.

## IN MANUAL TRAINING HIGH SCHOOLS.

The preparation of very simple breakfasts, luncheons, lunch boxes, and picnic baskets is an excellent way to teach pupils in the elementary schools the proper combinations of food materials. Such work can then be carried out more fully in the manual training high school by devoting more time to the study of the fuel or energy value of the food materials, the amount of energy required by persons under various conditions, and the building of menus for various meals which will give this required amount of energy for various sums of money. We believe this and the actual preparation and service of meals which are more elaborate and formal than those served in the grades should constitute a large part of the work in the manual training high schools. At present two or three meals are served by each class during the second year. These dinners have been class exercises, and as the work and responsibility were divided among many pupils, the individual did not gain experience of the meal as a whole. By increasing the number of dinners served or by dividing the class into small groups, each of which prepares and serves two meals, this experience may be given.

One of the meals is served to members of the class, one to members of the faculty, and one to persons not connected with the school. Each has thus a different element in it for the training of these girls, for each adds a little to the responsibility. By having as guests persons who are strangers the element of formality is in a slight measure introduced. This is a distinct advantage, provided there is not too much of it. The girls desire to serve these meals in a manner to win approval from the guests, hence are more painstaking. They become conscious of their power and ability to carry on the work of preparation, service, and cleaning up in an orderly manner without the close supervision of a teacher. Consciousness of this power will be of great service when they are called to preside over homes of their own. We therefore earnestly protest against eliminating the stranger as a guest at these dinners. We think this meal work, as well as some parts of the course in hygiene and sanitation, should be given to all girls in the high schools, for it is the business of the girl to be the home maker, and she should be given as much training for it as possible. In addition to the ordinary work of sketching floor plans for houses and apartments, through which we aim to give the girl some knowledge of the conditions to be sought or demanded when seeking or planning her own home, some work was given this year which we hope will help her to secure harmony in the furnishing of such home. We believe much more can be done along this line and that the art work of at least a portion of the third year should be given with this in mind.

## IN ATYPICAL OR SPECIAL SCHOOLS.

Work is now given at four of the special schools, namely, 810 Sixth Street SW, 25 Fifth Street SE., 1322 Maryland Avenue NE., and 625 Q Street NW. To the boys as well as the girls work was given this year. These pupils can not hold a command in mind long enough to execute it; hence it is necessary to limit the number in each class to four or, at most, to six pupils that the teacher may be able to see and to direct each one.

If teachers of domestic science in the seventh and eighth grades have need of a great amount of patience, those teaching in the special schools must have more patience and a greater degree of hopefulness, for the progress of their pupils is slow indeed. Progress is, however, being made, for those children who have been with us for two years can do many things they could not do at first. Power to pare a potato, stir a sauce, place silver in straight lines on the table, propel a broom in even strokes over a floor, or to push an iron over a napkin may seem trivial things of which to boast, but as some of these children were unable to direct muscular action to even the slightest degree we feel something has been accomplished; moreover, some of the children are now able to tell what should be done when preparing to clean a room, to wash the dishes, or to set the table. A part of this progress is due to the efforts of the teacher of domestic science. These children are thus being trained to be of service in their homes, where they can be kept happily busy, under direction, it is true, and become less and less a burden and a menace to society.

There is another group of pupils to whom special instruction should be given whom we wish to reach. They are in the fourth, fifth, and sixth grades and are beyond the average age of their respective grades. In the majority of cases they can not be promoted to the seventh and eighth grades, where the instruction in the home-making arts begins, or they will leave school before they are promoted. Some of them will remain at home, but, knowing little and caring less about clean homes, spend their time in the street. Many of them will marry and undertake the responsibility of making homes for other children. We believe much can be taught them about foods, plain cooking, orderly housekeeping, and the care of children, and that this will make them more desirable members of society than keeping them at work trying to solve problems in arithmetic, to write compositions, or to draw pictures. We greatly desire to furnish a small house and to teach these pupils how to care for a house from cellar to roof, outside as well as inside; also how to buy the things used in a home, how to keep accounts, and to do all the things a busy housewife must. At the four special schools previously named furniture for kitchen, dining room, bedroom, and laun-

dry has been provided, so these plants can be used for this work until such time as the appropriation will permit furnishing the house and carrying out our original plans.

#### IN NIGHT SCHOOLS.

The night classes at 212 H Street NW. and 646 Massachusetts Avenue NE. were, as usual, well attended. In addition to these, classes were formed at 3224 Eleventh Street NW., at 1338 H Street NE., and at the McKinley Manual Training School. Besides the demand for instruction in plain cooking there are demands for work along special lines. Social-settlement workers desire to know how to teach those with whom they come in contact, how to prepare inexpensive materials palatably, and to serve them attractively; graduate nurses find they should know much more about foods and how to prepare them than they do; mothers with young children desire to learn how to feed these children properly; and prospective home makers are asking how to plan and furnish a house, how to plan and serve meals, and how to proportion the income. Work along these various lines should be given in the night schools. The equipment provided for the elementary schools is adequate for teaching the greater portion of this work, and the equipment at the McKinley School is adequate for teaching the balance of it. The work given at the McKinley School should, however, be of a more advanced character than that given in the other centers, or it should be such as can not be given in them.

#### GROWTH.

The increase in the number of pupils in the seventh and eighth grades made it necessary to increase the number of classes in cooking, and a new center was opened at the Henry D. Cooke School, and two classes, the overflow of the Jefferson, were taught at the 810 Sixth Street SW. special school, so there are 31 centers in the white schools. One new teacher was appointed, thus increasing the corps to 17, which, with the 2 in the McKinley School and the director, gives a total of 20 persons in the domestic science department of the white schools.

This steady increase in the number of centers, number of classes, and amount of work calls for a steady increase in the amount of money appropriated for this department; moreover, the advance in the price of food materials makes imperative the allotment of a much larger sum than in previous years to simply carry on the work begun. The only way to keep expenses within the amount allotted, when such allotment is inadequate, is to cut out work and to substitute recitations and discussions for actual handwork.

We can not at this time contemplate any extension of the work, though many desirable lines have been indicated, because the amount appropriated for all manual or industrial purposes is much too small. In each department there has been a steady increase in number of pupils, of teachers, and of classrooms, yet the amount appropriated for teaching these subjects has not been increased for several years, hence the work in all departments is being cramped and legitimate growth is being checked. All over the country there is increasing demand that more extended training along industrial lines be given, so the opportunity to grow should certainly be given the work in this city. We therefore ask that stronger effort be made to secure a much larger appropriation for the year 1912.

The next great need is for better quarters. Most of the classes in industrial work in the elementary schools are housed in rented buildings of various kinds, such as double parlors or communicating bedrooms of a private house, one-story stores, rooms over stores, and the like. Such buildings are wholly unsuitable for school purposes, very expensive, and inadequately protected against fire. In the whole city there is but one building (the B. B. French) owned by the District of Columbia and used for manual work in the elementary schools. The appropriation bill for 1910-11 carries money for two more, one for the white schools and one for the colored, but there should be at least one for each of the 13 divisions. Provision should also be made for a good two-year course of high-school industrial work. Many of the children who now leave school at the eighth grade would be kept in school a year or two longer if given the opportunity to take a course offering many lines of industrial work with some work in science and a little along academic lines. A course similar to the one desired was given at the McKinley Manual Training School, but because of the many unfavorable conditions there for even the four-year courses this work had to be discouraged and is now, in so far as the girls are concerned, practically abolished. Such a course should be entirely distinct from the four-year courses, as it has an entirely different object to accomplish, but it should be as definitely recognized and honored.

We are glad to have this opportunity to acknowledge that credit, for the good work being done is due to the earnest cooperation of the teachers of this corps and to the interest and support of the school officials, all of whom we heartily thank.

We also most heartily thank you for the encouragement and help you have given.

We submit herewith the usual statistical statement.

Name of teacher.	Where teaching.	Pupils received from—	Number of pupils.	Number and kind of classes.	Amount spent for groceries.
Miss A. M. McDaniel	3233 N Street..	Curtis, Hyde, Addison, Jackson, Fillmore.	Sept. to Feb., 234. Feb. to June, 214.	6 seventh A, 2 seventh B, 5 eighth A, 2 eighth B. 2 seventh A, 6 seventh B, 2 eighth A, 5 eighth B.	\$32.64 41.64
Miss A. B. McLearn.	730 Twenty-fourth Street, Brightwood and Good Hope.	Grant, Toner, Weightman, Corcoran, Brightwood, and Stanton.	Sept. to Feb., 187. Feb. to June, 186.	4 seventh A, 2 seventh B, 4 eighth A, 2 eighth B. 3 seventh A, 4 seventh B, 2 eighth A, 3 eighth B.	28.66 34.21
Miss M. J. Merillat..	1023 Twelfth Street and Benning.	Franklin, Thomson, Webster, Benning, and Kenilworth.	Sept. to Feb., 180. Feb. to June, 147.	4 seventh A, 2 seventh B, 6 eighth A, 2 eighth B. 2 seventh A, 5 seventh B, 2 eighth A, 5 eighth B.	32.20 42.59
Miss E. W. Saxton..	Berret and Van Buren.	Force, Berret, Chevy Chase, Van Buren, Orr, and Ketchum.	Sept. to Feb., 182. Feb. to June, 141.	5 seventh A, 2 seventh B, 5 eighth A, 2 eighth B. 2 seventh A, 7 seventh B, 1 eighth A, 4 eighth B.	36.64 39.43
Miss W. M. Carpenter.	Dennison and Woodburn.	Dennison, Phelps, Harrison, Adams, Morgan, Chevy Chase, and Woodburn.	Sept. to Feb., 175. Feb. to June, 173.	6 seventh A, 5 eighth A, 2 eighth B. 2 seventh A, 5 seventh B, 1 eighth A, 6 eighth B.	27.36 44.28
Miss H. G. Plumb..	H. D. Cooke, Brookland, and Tenley.	H. D. Cooke, Morgan, Brookland, and Tenley.	Sept. to Feb., 170. Feb. to June, 174.	5 seventh A, 2 seventh B, 5 eighth A, 2 eighth B. 2 seventh A, 5 seventh B, 2 eighth A, 4 eighth B.	36.23 39.15
Miss K. D. Jones...	3224 Eleventh Street.	Ross, Hubbard, Monroe, Johnson, and Petworth.	Sept. to Feb., 240. Feb. to June, 236.	5 seventh A, 2 seventh B, 5 eighth A, 2 eighth B. 2 seventh A, 5 seventh B, 2 eighth A, 5 eighth B.	33.12 44.68
Mrs. M. A. Burns...	609 O Street...	Henry, Polk, Abbot, Twining, and Morse.	Sept. to Feb., 200. Feb. to June, 194.	3 seventh A, 4 seventh B, 3 eighth A, 2 eighth B, 2 second year eighth B. 4 seventh A, 3 seventh B, 3 eighth A, 2 eighth B, 1 second year eighth B.	33.31 37.78
Miss J. P. Wilkinson	212 H Street and Langdon.	Seaton, Twining, Gales, Arthur, and Langdon.	Sept. to Feb., 168. Feb. to June, 166.	6 seventh A, 1 seventh B, 4 eighth A, 2 second year eighth B. 1 seventh A, 6 seventh B, 2 eighth A, 4 eighth B.	24.39 38.60
Miss K. H. Filoon..	Emery and Congress Heights.	Emery, Gage, Eckington, and Congress Heights.	Sept. to Feb., 214. Feb. to June, 201.	6 seventh A, 2 seventh B, 4 eighth A, 2 eighth B. 3 seventh A, 5 seventh B, 3 eighth A, 2 eighth B, 1 second year eighth B.	31.39 43.02
Miss N. I. Riggles...	NE. Industrial	Taylor, Ludlow, Blair, Hayes, and Wheatley.	Sept. to Feb., 164. Feb. to June, 181.	7 seventh A, 1 seventh B, 5 eighth A, 1 eighth B. 1 seventh A, 7 seventh B, 2 eighth A, 4 eighth B.	30.81 44.44
Miss N. B. Rutherford.	1338 H Street NE.	Blow, Pierce, Webb, Madison, and Edmonds.	Sept. to Feb., 161. Feb. to June, 173.	4 seventh A, 2 seventh B, 5 eighth A, 1 eighth B, 1 second year eighth B. 3 seventh A, 4 seventh B, 3 eighth A, 3 eighth B.	29.33 35.08

Name of teacher.	Where teaching.	Pupils received from—	Number of pupils.	Number and kind of classes.	Amount spent for groceries.
Miss F. B. Espey...	646 Massachusetts Avenue NE.	Peabody, Hilton, Carbery, and Maury.	Sept. to Feb., 215. Feb. to June, 196.	5 seventh A, 2 seventh B, 4 eighth A, 2 eighth B. 2 seventh A, 5 seventh B, 1 eighth A, 5 eighth B.	\$29.81 45.92
Miss F. Jenkins.....	B. B. French No. 1.	Wallach, Towers, Lenox, Brent, and Dent.	Sept. to Feb., 215. Feb. to June, 216.	6 seventh A, 3 seventh B, 4 eighth A, 2 eighth B. 4 seventh A, 5 seventh B, 2 eighth A, 2 eighth B.	31.92 45.16
Miss A. Burritt.....	B. B. French No. 2.	Buchanan, Cranch, Bryan, Smallwood, and Amidon.	Sept. to Feb., 147. Feb. to June, 140.	6 seventh A, 1 seventh B, 2 eighth A, 2 eighth B. 2 seventh A, 5 seventh B, 1 eighth A, 2 eighth B.	24.31 33.13
Miss M. E. Davis...	Jefferson.....	Jefferson, Bradley, Smallwood, S. J. Bowen, and Amidon.	Sept. to Feb., 228. Feb. to June, 200.	6 seventh A, 2 seventh B, 5 eighth A, 1 eighth B, 1 second year eighth B. 2 seventh A, 6 seventh B, 1 eighth A, 5 eighth B, 1 second year eighth B.	32.02 43.86
Miss E. R. Tiffany..	Takoma and Industrial Home School.	Takoma and Industrial Home.	Sept. to Feb., 54. Feb. to June, 47.	2 seventh A, 1 eighth A, 1 eighth B. 2 seventh B, 1 eighth A, 1 second year eighth B.	12.56 15.85

## SPECIAL SCHOOLS.

Name of teacher.	Where teaching.	Number of classes.	Amount spent for groceries.
Miss E. R. Tiffany.....	625 Q Street NW.....	3 day.....	\$14.74
Miss A. Burritt.....	810 Sixth Street SW.....	1 day.....	13.10
Miss F. B. Espey.....	25 Fifth Street SE.....	2 1/2-day.....	7.28
Miss N. B. Rutherford.....	1322 Maryland Avenue NE..	1 1/2-day....	2.00

## MANUAL TRAINING HIGH SCHOOL.

Miss M. White.....	McKinley.....		\$90.92
Miss E. W. Cross.....	do.....		

## NIGHT SCHOOLS.

Miss F. B. Espey.....	646 Massachusetts Avenue NE.	2.....	\$29.91
Miss J. P. Wilkinson.....	212 H Street NW.....	3.....	35.79
Miss E. R. Tiffany.....	3224 Eleventh Street NW..	1.....	15.46
Miss N. B. Rutherford.....	1338 H Street NE.....	1.....	9.92
Miss M. White.....	McKinley.....	2.....	
Miss E. W. Cross.....	do.....	1.....	

Very respectfully,

Mr. A. T. STUART,  
Superintendent of Schools.

E. S. JACOBS,  
Director of Domestic Science.

## REPORT OF DIRECTOR OF DOMESTIC ART.

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SIR: The work of the department was begun September 20, 1909, with 22 teachers for the graded schools and 3 for the McKinley Manual Training School. This corps furnished instruction to 7,502 pupils in the grades and 219 in the manual training school.

No additional teachers were required this year, the one appointment which was made being to fill the vacancy caused by the death, on December 27, of Miss Artemesia Wells. She had just completed her seventeenth year in the department, and throughout that time her influence as well as her work were always of the highest type, so that her death is a real loss to those who were associated with her as pupil or as teaching companion. Miss Wells's place was filled by Miss N. E. Counselman, who stood first on the eligible list.

One new sewing center was equipped at the Henry D. Cooke school for the accommodation of pupils of the Morgan, Cooke, Johnson, and Powell Schools.

Meetings of the teachers have been held regularly throughout the year for the explanation of new work, discussion of plans, and comparison of methods. These are very helpful to all concerned.

From the very beginning of the course in sewing the greatest effort is made to combine the theories taught with practical application, and so to create added interest in the mind of the child. For instance, in the third grade as little time as possible is spent upon the various simple stitches as such, all the energy being bent toward combining these in first an ornamental, then a thoroughly practical way, upon some simple article of use in which she can take interest and pride. In the fourth grade the same principle is carried out. Here the stitches, seams, and rudiments of drafting taught are adapted to small garments suitable for doll dressing. It has been found that this stimulates more enthusiasm for the work in this grade than the making of normal-sized garments, which might tend to tediousness. Lack of time also makes the latter course impracticable. In the fifth grade buttonhole making and mending in their various forms are taught. An underwaist is drafted, cut, and made, and one full-sized garment. This usually takes the form of a sewing apron for the child's own use. In the sixth grade the work is chiefly concerned with drafting, the proper use of patterns, economy in cutting, and an application of all the principles taught in the previous years. Here, too, the knowledge gained is adapted in a very practical way, for during the year each girl makes the apron, cap, and sleeve pro-

tectors which are a required part of her equipment for the cooking classes in the two following years.

One practice which has met with the greatest success has been the devoting of the month of December to the preparation of articles which are suitable for Christmas gifts. In each grade gifts are made illustrating the stitches learned, and at the same time furnishing incentive to industry and care.

An innovation in the past year in the grade work has been the making of certain garments as extra sewing, to be given for charitable purposes. The materials were furnished by donations from the teachers and their friends, and there has followed a twofold benefit to the pupils. The more rapid workers, and those who were repeating the year's work, were provided with interesting employment while waiting for the rest of the class to advance to the next subject, and at the same time all the pupils received the stimulation and right impulse derived from the effort to help others, the small sacrifice of time and trouble involved making the training so much the more valuable. Another advantage of this work is the fact of its being cooperative. Several girls work on each garment, so that a friendly rivalry is created in the quality of the work and no one child is overtaxed. The pupils themselves have evinced so much interest in this that they would gladly help with contributions if it were possible to develop this line of work further.

The advancement in the atypical schools has been quite perceptible. When this branch was started there were but two classes; now all five schools receive instruction in various phases of domestic art. The work here is necessarily slow, because so much allowance must be made for adaptation to individuals, but the ultimate results are felt to be satisfactory. Both boys and girls are taught, the boys learning to sew on buttons and patch, while the girls follow as closely as circumstances will permit the methods of the regular schools. It is very much to be desired that one particular sewing teacher be detailed to have entire charge of this special work instead of having it done by several of the regular teachers. If some one had this branch exclusively she could devote more time to proper study and the cultivation of suitable methods for dealing with this peculiar situation, and so there would accrue infinitely greater benefit to the pupils.

In the McKinley Manual Training School the first year is spent chiefly in the construction of well-fitting and appropriately made undergarments. The elements of economy in buying materials and in cutting them are taught as an integral part of the course, and good sense and appropriateness in trimming and design are inculcated as far as possible.

In the second year, instruction in measuring and cutting patterns being continued, shirt-waist suits are made of washable material and

more or less simple design. The previous training which the girl has received in this branch of sewing in the grades, comes to her service here.

More elaborate waists are designed and made in the third year, many of them being embroidered in original designs, thus bringing about a valuable correlation between the sewing and the art work.

In the last year of the course, the rudiments of tailoring are taught, and more intricate dresses and coat suits are made, and for the rapid worker there are many opportunities for advanced and original lines of work.

The course in millinery has been steadily gaining in value and scope. This work is taken up in the second year with the making and covering of simple buckram frames. These are trimmed with practice material, and not until the pupil has gained facility does she attempt to construct hats from material which she provides. In the spring of the first year of instruction the girls make lingerie hats suitable for their own use. Throughout the course good taste and artistic effects are sought after primarily, and the pupils are carefully guided in their selection of materials, with a view to these points as well as to economy.

In the second year wire frames are made, covered, and trimmed according to the season. Many pupils bring materials from home and make hats for members of their families, while in the last year there are many variations. The more elaborate forms of headgear are constructed, ribbon flowers are made, and children's bonnets and hats of various sorts and shapes are designed and made.

Two exhibits have been held to give the friends of the school an opportunity to see what is being done. One was held at Easter time at the McKinley School and consisted of a display of the work accomplished there by all the classes, with a special exhibit of millinery, waists, dresses, and lingerie.

In June an exhibition of the grade work was given at the Dennison School, with work of the atypical classes included, as well as the pieces made for charity. These garments, 200 in all, were later distributed to certain poor children in our schools whose cases were reported by principals, to Camp Good Will, and to the following institutions, whose children attend our schools—the Bell, Crittenton, and Bruen Homes.

Through the voluntary efforts of one of the teachers very successful classes in sewing were carried on through the winter at the McKinley School. They were uniformly well attended throughout the term and were a source of much benefit to a large number of a most excellent class of women and girls. Many of them were teachers, inexperienced housekeepers, and workers in the department stores. The course undertaken was a fairly simple one, consisting chiefly of instruction in the making of underwear and shirt-waist suits. Millinery was

begun, but, owing to the difficulty in obtaining a teacher, had to be dropped, it is hoped only temporarily.

This work has been of such material benefit to so many that it is very much to be desired that it be continued. There are other sections where such work would do untold good.

There is need of a new teacher in the corps for next year. The increase in the number of schools, and the constant extension of the lines of the work, make this practically necessary, although the force is most efficient and willing to assume extra burdens. There is a spirit of interest and self-improvement abroad among the teachers that speaks very highly for their attitude toward the work. I extend to them my heartiest thanks and appreciation of their sincere efforts to cooperate with me in all that I ask.

In conclusion, I wish to thank you for your kindness and consideration.

*First nine divisions—Sewing.*

THIRD, FOURTH, AND FIFTH GRADES.

Teacher.	Location of schools.	First half year.		Second half year.	
		Girls.	Classes.	Girls.	Classes.
K. E. Bresnahan <sup>1</sup> .....	Benning, Ludlow, Taylor, Morse, Abbot..	204	12	200	12
A. B. Conway <sup>1</sup> .....	Gales, Langdon, Brightwood, Takoma, Petworth.	315	16	298	16
N. E. Counselman.....	Hilton, Peabody, Thomson, Franklin, Ketchum, Van Ness, Monroe, Blake, Abbot.	478	23	405	23
C. Dodson.....	Grant, Toner, Webb, Pierce, Wheatley, Jefferson.	496	23	506	23
K. Graham.....	Jefferson, Amidon, Smallwood, Greenleaf, Bowen, Bradley.	476	25	430	23
M. C. Henry.....	Adams, Morgan, Force, Dennison, Berret, Seaton, Thomson, Harrison.	460	23	417	23
M. E. Littell.....	Phelps, Webster, Henry, Edmonds, Polk..	402	22	363	22
J. Lowe <sup>1,2</sup> .....	Stanton, Congress Heights, Van Buren, Threlkeld, Reservoir, Weightman, Potomac.	264	17	281	17
I. F. O'Neal <sup>1,2</sup> .....	Twining, Brightwood Park, Brookland, Blow Kenilworth Hayes, Blair, Hamilton.	331	18	327	19
E. J. Ridgway <sup>1</sup> .....	Arthur, Woodburn Madison, Taylor, Johnson, Powell, Chevy Chase, Gage.	421	22	399	23
A. S. Riggles <sup>1</sup> .....	Orr, Cranch, Buchanan, Bryan, Tyler, Lenox, Van Ness.	480	21	474	21
E. E. Smith.....	Towers, Brent, Wallach, Dent, Maury, Carbery.	446	24	446	23
C. L. Stanton.....	Jackson, Curtis, Fillmore, Hyde, Addison, Corcoran and annex, Tenleytown.	486	24	475	24
J. White <sup>2</sup> .....	Ross, Peabody, Hubbard, Henry D. Cooke.	249	14	309	14
L. White <sup>2</sup> .....	Brookland, Eckington, Emery.....	226	12	223	11
Total.....		5,734	296	5,553	294

ATYPICAL CLASSES.

A. S. Medford.....	625 Q Street NW.....	10	2	9	2
Do.....	810 Sixth Street SW.....	8	1	7	1
I. F. O'Neal.....	3233 N Street NW.....	7	1	7	1
J. Lowe.....	25 Fifth Street SE.....	.....	.....	15	2
R. E. Wilson.....	G Street NE.....	4	1	10	1
Total.....		29	.....	48	.....

<sup>1</sup> Teaches third, fourth, and fifth grade classes also.

<sup>2</sup> Teaches atypical classes also.

<sup>3</sup> Teaches sixth-grade classes also.

*First nine divisions—Sewing—Continued.*

## SIXTH-GRADE CLASSES.

Teacher.	Location.	Pupils received from—	First half year.		Second half year.	
			Girls.	Classes.	Girls.	Classes.
S. C. Bartholow.....	212 H Street NW.	Seaton, Blake, Webster..	77	6	84	6
Do.....	607 O Street NW..	Henry, Polk, Twining, Abbot.	92	8	84	7
K. E. Bresnahan <sup>1</sup> .....	Benning Annex....	Benning.....	4	1	4	1
Do.....	Gage.....	Gage.....	21	2	33	2
Do.....	Van Buren Annex	Van Buren and Ketchum	41	3	39	3
G. Cassin.....	730 Twenty-fourth Street.	Grant, Toner, Weight- man.	85	6	95	6
Do.....	3223 N Street.....	Addison, Curtis, Jack- son, Fillmore, Hyde, Threlkeld.	113	8	119	8
Do.....	Tenleytown.....	Tenleytown.....	19	1	28	2
M. V. Conboye.....	Dennison.....	Dennison, Force, Thom- son, Harrison, Adams, Morgan, Phelps.	162	12	177	13
A. B. Conway <sup>1</sup> .....	Langdon.....	Langdon.....	22	2	27	2
Do.....	Brightwood.....	Brightwood.....	20	2	16	1
Do.....	Takoma.....	Takoma.....	23	2	20	2
Do.....	Petworth.....	Petworth.....	26	2	22	2
S. M. Davidson.....	3226 Eleventh Street.	Ross, Hubbard, Monroe.	85	5	77	5
Do.....	Peabody.....	Peabody, Carbery, Hil- ton, Maury, Edmonds.	137	9	130	9
J. Lowe <sup>1 2</sup> .....	Stanton Annex....	Stanton.....	9	1	9	1
Do.....	Congress Heights..	Congress Heights.....	16	1	16	1
Do.....	Reservoir.....	Reservoir.....	4	1	4	1
A. S. Medford <sup>2</sup> .....	494 Maryland Avenue SW.	Jefferson, Amidon, Small- wood, Bowen, Green- leaf, Bradley.	154	10	157	10
E. J. Ridgway <sup>1</sup> .....	Chevy Chase.....	Chevy Chase.....	11	1	8	1
Do.....	Woodburn.....	Woodburn.....	3	1	3	1
A. M. Riggles <sup>1</sup> .....	Orr.....	Orr.....	11	1	12	1
E. R. Thornton.....	B. B. French.....	Wallach, Towers, Brent, Dent, Lenox, Van Ness, Bryan, Bu- chanan, Tyler, Cranch.	244	15	240	15
I. F. O'Neal <sup>1 2</sup> .....	Kenilworth.....	Kenilworth.....	9	1	9	1
Do.....	Hamilton.....	Hamilton.....	7	1	7	1
J. White <sup>1</sup> .....	H. D. Cooke.....	Cooke, Johnson, Powell..	58	5	37	4
Do.....	Peabody.....	Peabody.....	9	1	20	1
L. White <sup>1</sup> .....	Brookland.....	Brookland.....	24	2	19	2
Do.....	212 H Street NW..	Gales, Arthur.....	53	3	59	3
R. E. Wilson <sup>2</sup> .....	NE. Industrial....	Blair, Hayes, Madison, Ludlow, Taylor, Pierce, Webb, Blow.	174	13	165	13
Total.....			1,713	126	1,720	125

<sup>1</sup> Teaches third, fourth, and fifth grade classes also.<sup>2</sup> Teaches atypical classes also.

Very respectfully,

MARGARET W. CATE,  
*Director of Domestic Art.*Mr. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF DIRECTOR OF PHYSICAL TRAINING.

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SIR: I herewith present my report for the year ending June 30, 1910, and shall discuss only the newer phases of the work along which there has been development.

### SPECIAL SCHOOLS.

The number of visits to these schools was greatly increased. Miss Oberly, who was detailed to specialize on this class of children, visited the schools regularly at intervals of two weeks. We believe this special attention was justified by the great need and resulting benefit derived from physical education by children whose mental disability is associated with physical disability. It has been demonstrated that brain and muscle are so closely related that few measures for mental training are more effective than the physical training which develops brain power.

Some children lacking the physical control necessary for properly walking up stairs have had to be drilled in simply alternating the raising of the legs when stepping up, as well as in keeping the body erect. The eye, hand, and judgment were trained by games of throwing to a definite spot or into a basket-ball goal; first aiming, estimating the amount of muscular force necessary to reach a certain distance, then throwing with a full swing of the arm. The standing broad jump for the boys, general athletics, folk dancing, and gymnastics formed the type of work for the children as a whole, all of which was modified to meet individual requirements whenever necessary.

The yard at 810 Sixth Street SW., having considerable space for play, was equipped with swings, basket-ball goals, tether-ball poles, and volley-ball posts. A punching bag was placed in the hall, where any boy who finished his school task before others in the class could go and punch while waiting.

Children in these schools have great difficulty in articulation and enunciation, for which reason individual help was given in special cases. Miss Oberly gave a talk on this subject to the teachers of these schools at a meeting of their Special Child Study Club.

### OPEN-AIR EXERCISES.

Teachers were requested to take their pupils out of doors for their exercises whenever the weather permitted. This is a custom which

takes time to develop and can not be universally adopted on account of lack of a desirable place. When this is done the change of air and surroundings, the trip down and up stairs, together with the invigorating exercises, cause the children to return to the schoolroom with exhilaration and ability to tackle new problems with mental clearness otherwise impossible.

#### INDIVIDUAL WORK.

The final aim of all effort in physical education has been to reach the child who needs special help. While much can be done by the skillful physical-training teacher when working with the class as a whole, there yet remain those who ought to be reached by private talks and special exercises for certain physical defects. Whenever time permitted this was done by the special teacher. After teaching all the classes in a school building she would take a group of such children to the teachers' room and give them individual help.

Cards were printed for these special cases and addressed to the parent for signature. Upon this card was stated the physical defect, the exercises given to correct the same, and the parent urged to assist the efforts of teacher and child.

#### POSITION OF BODY DURING PENMANSHIP.

In the lower grades renewed efforts were made to impress upon the teacher and children the importance of holding a good position of the body at all times when writing. To this end a lesson was given to each class, and pupils drilled upon keeping the chest up, the paper at a certain distance from the eyes, the feet flat upon the floor, and even the proper manner of holding the pen. After drilling upon taking the position it was assumed during a writing exercise.

Teachers have appreciated these efforts, which fact leads me to believe that a director of penmanship would be most helpful. In many of our large cities a teacher is employed to meet this need, the result being better penmanship as well as better execution.

#### FOLK DANCING IN ALL GRADES.

Previous to the present year folk dancing was introduced into all the upper grades, beginning with the fifth. The interest and delight in this form of exercise has been so great that it was extended into the lower grades, so that children in the primary schools have had the opportunity to enjoy dances adapted to their years.

These were taught in the spring months in connection with the plays, games, and athletic stunts of the playground. One entire round of visits was devoted to this kind of exercise, each school being taken out of doors whenever the weather permitted.

## ATHLETICS.

A special effort was made to encourage athletic feats on the part of the boys. These included running dashes of a distance adapted to the age and size of the boy, relay races, and the standing broad jump. Individual records were kept by many. Boys were not permitted to overexert in the matter of running. Having this in mind, preference was given to the various relay races in which the strain on the heart is not so great. These are also desirable in that many can run in one event, each in turn having an opportunity. By methods which induce all to join in athletic sports the benefits of the exercise generally enjoyed by the skilled few who need them least are extended over the whole school, even the weaklings being inspired to effort.

## REVISION OF COURSE OF EXERCISES.

Since it would seem that the plan of semiyearly promotions has become permanently established, we have begun to revise the course of exercises, dividing each year's work into an A and B grade, so there will be no break in the progression of exercises and avoid, in so far as possible, repetition of work of the previous half year.

There has always been a close gradation and progression of the work from the first grade through the eighth, also from the beginning to the end of the school year. The special teacher on a round of visits taught a certain lesson in each of the eight grades, which lesson was the outgrowth of work done in that grade the earlier part of the year.

With the midyear promotions, new children coming to a grade from the one below, it is now necessary for the special teacher to be ready to teach either the A or B division of the grade or any of 16 lessons planned for each month. This has necessitated most careful planning and closer gradation, for the element of interest is lessened if the child is obliged to repeat previous work.

## SCHOOL PLAYGROUNDS.

With the increase in the number of equipped playgrounds, it is greatly to be desired that these grounds be kept open during the school year after school and on Saturdays for the benefit of the children in the neighborhood. This necessitates supervision on the part of a teacher, for which there should be adequate compensation.

The experiment of keeping playgrounds open during the school year was made at the Magruder and Bowen schools in May and June, since conditions were favorable at these places. These were used as model playgrounds for instruction of those desirous of becoming playground teachers.

It would be a good custom if all school playgrounds were kept open from 3 o'clock until 3.45. This would furnish an opportunity for exercise and recreation at the end of the school day. Supervision for that length of time might be voluntary on the part of a teacher in a building and be performed without undue hardship. This custom has been inaugurated in Boston, Indianapolis, and other cities and is considered practicable.

The great need of the 24 playgrounds already established is for proper grading and shade trees, for which sufficient money was not appropriated by Congress.

It is interesting to note that special requests for equipment and opening of school playgrounds have come from communities in the outlying country school districts. The citizens' organization of Congress Heights, by means of a lawn festival and private contributions, raised enough money to equip their school playground, which is one of the largest and most attractive in the District. These requests have grown out of a desire on the part of the citizens to have their children reap all the benefits enjoyed by children in the city. School supervisors of the country schools have urged that these grounds be equipped on account of the good use which is made of the playground during the noon hour. Many of the children coming from long distances remain to eat their lunch and have time to enjoy the playground during the noon recess.

What one woman can accomplish by urging and working for a playground for her school is shown by the wonderful success of Miss Fairley at the Phelps School. When she was made principal of this building on Vermont Avenue near Tenth Street NW., the ground in the rear for play purposes consisted of only 15 feet to an alley abutting the rear of alley type of houses occupied by poor colored people. She had the view of these unsightly back yards photographed from school windows, which gave force to her argument that such disgraceful sights should be removed from the view of children attending that school. By interesting school officials, members of the board of education, and Members of Congress, as the result of united effort, an appropriation was made by Congress to buy the unsightly lots in the rear. The old buildings were torn down, the ground graded and fenced, so that now a magnificent large playground stands as a monument to the well directed efforts of one woman.

Very respectfully,

REBECCA STONEROAD,  
*Director of Physical Training.*

Mr. A. T. STUART,  
*Superintendent of Public Schools.*

## REPORT OF THE DIRECTOR OF KINDERGARTENS.

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SIR: During the past year four new kindergartens were opened in the white schools and one in the colored schools. The equipment was purchased for an additional kindergarten in the colored schools, but suitable quarters could not be found, as the school buildings were crowded. The equipment was therefore stored until proper housing for the kindergarten could be obtained.

The new kindergartens for white children were located as follows: Two in the second division, at the Weightman School and Henry F. Cooke School; one in the third division, Petworth School; and one in the ninth division, Bryan School. This makes the total number of kindergartens in the white schools 44.

To fully test the value of the kindergarten as a fundamental part of the school system, there should be a kindergarten in every school where there is a first grade that the children may be promoted by classes. The scattering of the children under present conditions prevents a fair test of the ability of the kindergarten-trained child. "The kindergarten pupil," writes Dr. Scott, ex-president of Ohio State University, "can save a year of time now devoted to the first third of the public-school course," while Dr. Harper, former president, of the University of Chicago, has said:

The beginning of real university work is in the kindergarten, thereby two or three years' work being saved the student.

If this be true, that the kindergarten saves a child's time, that he can become an earning power one year sooner, it is certainly false economy to make appropriation for so few new salaries that three, or at most four, new kindergartens are all that can be established annually. The kindergarten means more than the mere saving of time. From the mayor of Toledo comes the following:

Give all the children proper kindergarten training and the supply of inmates for our prisons, jails, and workhouses will be amazingly diminished.

Dr. Balliet writes:

There is no better place for a child to learn the lesson of law and order, of the respect for the rights of others. \* \* \* Out of 17,000 children who have passed through the charity kindergartens of San Francisco during the last twenty-odd years, only one has been convicted of crime. Nothing stronger can be said in favor of the kindergarten.

Faced by these statements, may we not then, in the Capital of our Nation, demand such increase in the number of salaries that kindergarten facilities may be more quickly extended to every school?

It is not to the child alone that the kindergarten seeks to minister, and herein lies its great opportunity for good in a community. The home from which the little child comes, and which must ever remain a potent influence either for good or evil, is reached through neighborhood visiting, by mothers' clubs, and parents' meetings.

An earnest effort has been made this year by some of the kindergartners to form mothers' clubs and to make the meetings a source of help in the training of young children and in the keeping of a home.

In the northeast three buildings have united to form a mothers' club, which aims to include not only the mothers of children in the kindergarten, but also those whose children attend the primary grades. In the Pierce School, where this club was organized, a series of travel talks have been given each month and the beautiful pictures of foreign lands loaned by the Library of Congress have been greatly appreciated. Here also the mothers have had a practical course in cooking given by one of the teachers in the domestic-science corps, and from more than one woman comes the testimony of how much this course has meant, both in the knowledge of foods and also in the economy which intelligent preparation demands. There is one of these clubs in the southeast, established some four years ago, one new one in the northeast, and two new ones in the northwest.

These clubs are self-supporting and self-governing. The members, after conference with the kindergartner, select the topics to be discussed and the subjects which they desire presented by speakers from the outside. At these meetings there is always a social feature, music, either instrumental or vocal, and light refreshment of some kind. In these clubs, made up for the most part of workingwomen who have little relaxation of any kind, the meetings are a source of inspiration, both mental and spiritual, while occasionally the merry games of the kindergarten are thoroughly enjoyed by the mothers, who thus gain a new sympathy for and understanding of the plays of childhood.

In many of the schools where regular clubs have not been formed mothers' meetings are held from time to time, and at these gatherings a regular program is always presented followed by informal discussion and some refreshment furnished by the kindergartner.

Meetings for the teachers during the past year were arranged to cover both the practical and theoretical sides of the work.

The program class for both principals and assistants was held at the McKinley High School the first Friday in every month. In this class a general outline of work was given, which was followed by a conference on various phases of its practical application. A class for games was also held each month for all kindergartners, in which games of different character were presented, leading from the simplest beginnings to the more complex and organized form.

In January a gift class was organized for the benefit of all who desired this practical help, and met every week for three months in the office of the director. A study class, also elective, was organized in the early fall, and met at the Franklin School every Wednesday afternoon. This course covered 13 weeks of work in the study of "Educational issues in the kindergarten," by Miss Susan E. Blow, with collateral reading and references. The class was well attended, and the members did thoughtful and good work.

At the close of the school year the game festival for the children in our kindergartens, which has come to be a unique feature of our work here, was held in the grounds of the National Museum. It was a clear morning, and the children assembled from every direction, not a school being absent. Two kindergartners in the northeast chartered a street car for the children, another group came in a wagon furnished by a citizen interested in the festival, and another school enjoyed a straw ride provided by the teachers in charge.

To the gay strains of a march played by the Marine Band 1,200 little children marched across the great circle which had been previously marked, and then, dividing by schools to the west and east, formed the immense ring which was an object lesson to each little child, helping him to think of himself as only one among many, to know that it was his part to play, and later to work, with his fellows.

Such experiences make for good citizenship, while no one who was present could doubt the joy which such an occasion afforded to many children to whom the car ride alone was a novel treat.

The games of skipping and dancing and the symbolic nature games, so real to the child when played in the beautiful outdoor world, were followed by a group of songs led by the director of kindergarten music.

The play festival this year was attended by a large number of the parents and friends of the children, who had been especially invited, and also by many of the school officials. We wish to extend to the latter our appreciation of their unfailing encouragement and interest, and earnestly ask that they will join with us to spend the day when the kindergarten shall be generally established in our public schools, for we feel that the "kindergarten rightly understood contains all the germs of modern education," and that in promoting the kindergarten idea we are promoting "the higher, broader, the more natural and more spiritual education."

Very respectfully,

CATHARINE R. WATKINS,  
*Director of Kindergartens.*

MR. A. T. STUART,  
*Superintendent of Schools.*

## REPORT ON SCHOOL GARDENS.

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SIR: There has been steady progress in school garden work until the past year, when the Department of Agriculture was obliged to withdraw much of the assistance it has previously given the schools. The inclosure of 2 acres used by the Jefferson and Bradley Schools was needed for the erection of new greenhouses for Government work. The old greenhouse, so useful to the schools during the past five years was torn down, a most serious loss. The Bureau of Plant Industry, loath to drop a line of work that had been so successful, entered into an agreement with the Office of Experiment Stations whereby both offices will assist the public schools where possible and consider all community gardens in the city as cooperative work between the schools and the Department of Agriculture. By such an agreement the movement still has the sympathy and support of the department. Temporary greenhouse quarters were furnished Normal School No. 1 in December. The agreement entered into by the Office of Foreign Importations and the undersigned carries the provision that upon notice, the school will vacate the greenhouse should this branch of the department need the house for its official work. Classes began work in the new greenhouse after Christmas and fortunately continued until all plants were distributed in the spring. The distribution this spring was as follows:

Geraniums.....	400
Coleus.....	243
Scarlet sage.....	1,600
Cannas.....	76
Iresine.....	160
Tomato plants.....	3,000
Miscellaneous plants.....	521

In all about 6,000 plants, in addition to window boxes and plants for schoolroom decoration. As this is the only source of plant supply for the schools, the loss of a greenhouse would be serious. The effort of the Bureau of Plant Industry to furnish such is much appreciated by the head of this department. The mission of the greenhouse, primarily, is for educational purposes for normal students, the plant distribution a secondary feature. Each student who has completed the course has had 12 lessons in the practical side of plant

growing. These lessons include plant propagation by cuttings, seed planting, and root division; planting of bulbs and window boxes, general care of plants involving a knowledge of plant physiology, planning a community garden, and the laying out of a model school-ground. The floor space of the greenhouse has been utilized for such a purpose, and every student has had the opportunity to plan and lay out a model combination of playground and garden, using as a guide the yard of some one school in the city.

It is encouraging to note that the new normal school building will have a permanent greenhouse and garden so that the feeling of uncertainty in regard to quarters will be unnecessary in the future.

Three pieces of land have been placed at our disposal since the loss of the ground at the Department of Agriculture but none of them permanent. This is one of the discouragements of the work. No site but the one at the Blow School is permanent. Nothing can be done in this city toward laying a permanent foundation as in Philadelphia, Cleveland, and New York.

In the spring of 1909, T. B. Huyck, real estate broker, offered the schools the use of a vacant lot, 319 Tenth Street, SE. The boys of 6A and 6B, Wallach School, cultivated this space while the girls were at sewing school.

The work was continued voluntarily through the summer. Mr. Huyck again offered the land this spring for the continuance of the work.

Through the efforts of E. S. Gilfillan, resident worker at the Noel House, the Playground Association granted the use of 10,000 square feet on the Rosedale Playground. This was fenced, plowed, and manured. Boys from the sixth grades of the Wheatley, Webb, Pierce, and Madison cultivated this as a form of industrial work. The preliminary work consumed much time. The ground is very heavy clay. Rains were so frequent that by the close of school little had been accomplished.

When Miss Edna Dodge, assisted by Miss Florence Hilliard, took charge of the work at the beginning of vacation there was scarcely a green thing to be seen. The garden was open four mornings a week. Through the cooperation of the supervisor of the playgrounds, Mrs. Stewart, it became an interesting feature of the playground. I quote from Miss Dodge's report:

The opening garden day for the summer was June 28, with 52 children present. Before the close of the first day a vast change could be observed. Planting did not begin until the early part of July. It took a week to plant the radishes, two kinds of beans, turnips, corn, and a few tomato plants.

I found that the children who took the most interest in the work were the so-called troublesome boys in the regular school—boys whom I knew were truants and some who attended special schools. Manifestations of the pride the boys took in their work were shown in many ways. Some put sticks around their plots, bored holes through

the sticks and ran strings around the plots to keep off trespassers. A few parents came and were pleased to have their children occupied in this manner. Many of the children have home gardens. They wanted me to visit them and took pride in the size of the tomato vines and the parsley bed. I did not find as many vines as I know you would like to see, but the interest to improve the backyards is there. In regard to the cooperation of the garden and playground, I am glad to report it was a success. I found the attendance was much larger, the interest of the children and parents greater than when they were separate.

I can report for the first time that there has been no pilfering. Heretofore this has been a great drawback, discouraging the children very much.

The crop record shows the boys have gathered—

Radishes.....	708
Turnips.....	185
String beans, one-half quarts.....	90
Tomatoes.....	372

The flower show of the schools in the vicinity was held on the playgrounds. Over 1,000 people attended.

The sudden death of Miss Dodge, shortly after the opening of school, is a great loss to the schools and a serious one to the school-garden movement. She had the unusual faculty of making work a great pleasure. She had a cooperative spirit that made her particularly suited for this work.

At the Cardozo School (colored) a similar effort was made to combine garden and playground, but very little interest was shown. The garden closed with one pupil and much of the produce was stolen.

The garden at the Blow School was continued through the summer. The geography plots were the special feature of this garden. Plots of grains, fiber plants, and a few local products were raised. Cotton matured well, and in the fall the products from these plots were distributed to the schools in the vicinity for nature study material. This garden could be made a model one with sufficient supervision and money. Cold frame and hot beds would add much to the educational feature. Trees should be planted in the play yard adjoining.

This department has assisted the atypical and ungraded schools in the gardening done around their respective schools. The garden in the rear of the Gales School, planted by the boys of the ungraded school of that building deserves special mention.

Some assistance was also rendered the cooking schools. Two in the northeast had small yards where such crops as could be used in the spring or fall were planted. A garden's initial appearance in a locality is a signal for theft, so these gardens were plundered. It rarely happens, however, after the neighborhood becomes accustomed to its presence, so we are hoping for better things this year.

The Peoples' Gardens Association procured the use of a piece of land in Speedway Park at the foot of Twenty-sixth Street. A portion

of it was turned over to the schools. Seventy-five boys from the Toner and Grant Schools are cultivating this land. This garden has the same educational features found at the Blow—the plots for nature study material. It was thought at first that this location would be permanent and that a model school garden could be laid out on the Speedway, making another attractive feature of the beautiful drive. Recent information leads me to believe that the garden may be removed at any time. It seems desirable that the school officials should request the permanent occupancy of such land or an equally desirable part in Potomac Park where a model garden could be established as an object lesson to the public.

#### SCHOOLYARD IMPROVEMENT.

During July and August, 1909, an experiment was tried to keep schoolyards in order by means of committees of children supervised by normal graduates. At the close of school, principals of buildings appointed such committees to report once a week to cultivate the gardens, water and mow the lawns.

At most schools the children realized their responsibility and responded well. Owing to lack of money this experiment will not be repeated. Special mention should be made of the garden at the Gales School. The yard has been concreted but for circles around the trees. The bulb display in the spring in these spaces is most pleasing. Owing to the shade cast by the trees during the summer, nothing has grown successfully after the bulbs are removed. Massachusetts Avenue was recently regraded, throwing a narrow strip of land within the limits of the yard. Through the efforts of the janitor, good soil was put in. Each school has its assigned portion, so that the yard has now a summer garden that calls forth much favorable comment.

The Potomac School has made much progress in matter of school-ground improvement.

There are a few schools that still need attention. There is but one way to do the work successfully and that is through the vital interest aroused in the children, where each child has a feeling of responsibility for the planting of and the protection of the schoolyard. The mass of children are not interested in the work of a few children nor in the janitor's work. Every being in the mass must have his share in the garden or the educational value of the garden is lost. The course of study embodied in the nature-study course if faithfully followed should solve the problem of the case of the schoolyard.

I desire to express my appreciation of your interest in the work and by this means also to extend the appreciation of the public schools to the Secretary of Agriculture, the Hon. James Wilson, Dr. B. T.

Galloway, Chief of the Bureau of Plant Industry, Dr. A. C. True, Chief of Experiment Stations of the Department of Agriculture, and Mr. David B. Fairchild, agricultural explorer for the Government. Without the aid rendered by these gentlemen our work would practically stop.

The resignation of Mrs. Justina Hill from the board of education has been a serious loss to the school garden movement. As chairman of the school garden committee, Mrs. Hill was instrumental in having the movement officially recognized by Congress.

Very respectfully,

SUSAN B. SIPE,  
*Supervisor of School Gardens.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF PRINCIPAL OF WASHINGTON NORMAL SCHOOL NO. 1.

SIR: I respectfully submit the following report of Normal School No. 1:

*Statistics for the year ending June 30, 1910.*

### Actual enrollment:

General course—	
Junior class.....	92
Senior class.....	93
Kindergarten course—	
Junior class.....	15
Senior class.....	13
Total.....	<u>213</u>

### Number of graduates:

General course.....	76
Kindergarten course.....	10
Total.....	<u>86</u>

### ENTRANCE REQUIREMENTS.

The above statistics show the largest graduating class ever sent out from the Washington Normal School. This is because all students holding diplomas from the Washington high schools are admitted without reference to scholarship above that required to attain the passing mark for graduation. The graduating class of 1910 shows no deterioration in quality, but such unlimited admission will naturally result in a lower standard of scholarship in the entering classes. This will bring about the necessity either of the faculty's carrying during two years only fair material and sending into public-school service mediocre teachers or of their putting into the task of eliminating much of the time and strength which should be given to teaching and inspiration. This problem is now confronting us as we plan for the junior class about to become seniors.

A move was made in the right direction when the old-time nerve-racking examinations for entrance was abolished, but deterioration may be expected if no intellectual nor ethical qualification is considered beyond that implied in the high-school diploma. I therefore recommend, as in my last report, the adoption of some such ruling as embodied in the following Massachusetts State law:

Candidates from high schools which are on the certificate list of the New England college entrance certificate board may be admitted to any of the State normal schools without entrance examination in any subject required for admission in which they have attained a standing of B, or 80 per cent, as certified by the principal of the school. Beginning with 1908 candidates from the high schools not on the certificate list may be admitted on similar conditions, if the high schools are approved for the purpose by the board of education. (Board of education, Mass., May 2, 1907.)

Entrance into the normal schools of those graduating with a standing less than 80 per cent or from high schools not approved by the board is through examination in high-school studies.

Some such conditions as these would be of great benefit to the schools of the District. Such measures would have the merit of recognizing the ability and steady work of students during the four years of their high-school course, giving them better value than possible in an examination and adding an incentive for faithful study. The examination should be thrown open to graduates of all high schools, thus giving an opportunity for young people who are bona fide residents of the District but educated in other high schools than those of the District to enter the schools.

#### BUILDING AND EQUIPMENT.

The normal school is still crowded into the Franklin Building, but the recent appropriation by Congress of \$256,000 for the erection of a new building gives courage to endure the present hardships. These have been greatly mitigated this year by the removal into rented quarters of two of the grade classes usually occupying the Franklin Building, and the giving to the normal school the use of the two rooms thus vacated. The school will be better accommodated during the next year by the completion of the new Thomson Building, which will take more grades from the Franklin and give to the normal school at least one more recital room.

But even with such added provisions for comfort, the school can not offer the broad educational course that is its ideal until it occupies a building suitable for its own peculiar work and which will be erected under the recent appropriation act.

#### COURSES OF STUDY.

There are two courses of study in the normal school—the general course, graduates from which are eligible for grade schools, and the kindergarten course, preparatory for kindergarten teaching.

A demand is beginning to be made upon the school for special courses, such as domestic science, domestic art, music, and physical culture, since teachers of those branches are often selected from the graduating classes. From the class of 1909 there were appointed one teacher of music and one of physical culture, they having passed

highest in the examinations required for teachers of those subjects, but without the specialization in the normal school that would have made them more fully equipped for their work. Special preparation was given one student of the class 1910, who wished to teach domestic art, in that 12 weeks of her senior year were spent under the direction of the director of domestic art in the public schools, who personally instructed the student and allowed opportunities for valuable practice under supervision in the sewing classes of the grades. Such supplementary instruction is worth much in preparation for special work and may be increased with advantage to the system, but in the near future the service will demand well-organized departments in the normal school along all lines of special work.

#### TEACHING FORCE.

The increase in number of students during the past two years without a proportionate increase in the teaching force is making conditions difficult for both training and practice teachers. The number in the training corps is so small that each teacher gives instruction in at least two difficult subjects. Since all members of this department hold in mind the personal and professional development of every student in the school—this year 213—their tasks are exceedingly heavy. The numerical insufficiency of the force is distinctly recognized also in the practice department in which each classroom of children carried three instead of two students, as planned for when two classrooms were placed under the management of each practice teacher.

The children in the practice schools have been as well taught and the normal students apparently as well trained this year as when the number was less, but these results were brought about by over-strenuous labor on the part of the instructors and also by the unusually high ideals and ability of the senior class. There should be a material increase in the teaching force if the present large number of students is to be the rule.

#### BOOKS.

Of the annual appropriation by Congress of \$1,000 for the purchase of reference books for the public schools, the normal school has been given each year as its share a sum varying from \$65 to \$85. By means of this allotment there have been purchased a few books for each department of work, which have been used by the students under the direction of the teachers. These have been of almost inestimable service, although of such small money value, and I respectfully ask that the normal school be given each year a portion of the above-mentioned appropriation for its use apart from the sum appropriated for the teachers' library.

## LOSS OF AN ESTEEMED TEACHER.

It is with the deepest regret that I report the death of a teacher dearly beloved and highly esteemed in the normal school, Miss S. Ella McMahon. Miss McMahon had for many years been in charge of the fourth grade practice schools in the Franklin Building. She was sincerely admired not only for her skill as a teacher but also for her sweetness and nobility of character and gentle dignity of bearing. In her death the normal school has suffered a loss to be deplored.

## ADDITIONS TO THE CORPS.

At the beginning of the school year two practice school session rooms were added to the school, and for these Mrs. Florence Hopkins Rogers was detailed as teacher October 4. On April 1 Miss Lulu McNally was elected to fill the vacancy caused by the death of Miss McMahon.

I thank you for your uniform kindness and consideration. The feeling that we have a superintendent and a board of education just in judgment and strong in forming and upholding right policies gives to the normal school unmeasurable confidence and strength.

Very respectfully,

ANNE M. GODING,  
*Principal.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF PRINCIPAL OF CENTRAL HIGH SCHOOL.

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SIR: I have the honor to submit the following report of the work of the Central High School for the year ending June, 1910.

In general the work of the year has gone smoothly and effectively; the teachers without exception have been faithful and efficient; the pupils have been loyal to the standards of the school.

I desire to renew my recommendation of a few years ago, that the hour for closing the high-school session be extended 30 minutes. The semiannual organization of classes, together with the wide choice of electives offered pupils, is making it increasingly difficult to organize the school with a five-period program. In order to do so, much more time and energy are consumed each summer by the principal of the school than a mere matter of school organization and administration would seem to warrant. On the other hand, to attempt to crowd six periods, with practice work in music and physical culture, into the present school day will result in recitation periods of less than 40 minutes. In order to keep the length of recitations approximately 45 minutes, I recommend the extension of the high-school day.

I desire formally to call to your attention the matter of the introduction into the Central High School of classes in manual training, concerning which we have frequently talked. In this connection let me quote from a report of Miss Coolidge, of the drawing department:

A phase of the work in drawing which has been especially emphasized this year is the development of the manual training units in the drawing course. This step is directly in line with a general effort made during the past few years by academic high schools which, with no thought of trespassing on the province of the manual-training schools, have introduced various forms of handwork into their courses. The necessity for this has been felt because of the following considerations:

To be well rounded a high-school course should include work which will develop the ability to plan and execute, which will train in cooperative work, and which will teach good taste through training in practical esthetics. Nothing is more effective than manual training in cultivating these qualities—surely very valuable assets to the boy or girl in any field of future activity.

To be efficient a high-school course should approach the different subjects in the curriculum as far as possible through the interest of the students. The psychology of the pupil of high-school age reveals an absorbing interest in processes and construction. That the manual training activities fit in perfectly with this trend of mind is shown by the number of pupils eager to obtain such instruction, and by their enthusiasm and interest in the problems presented.

Various forms of handwork have been tentatively introduced in this school at different times. Of the crafts which have been thus tested, metal work has proved itself most desirable because it presents a technique sufficiently difficult to permit the development of a sequential series of problems progressing from the simple to the more complex. It thus affords training carried through on an educational basis.

The work this year has reached only a few pupils and attained meager results because of the totally inadequate equipment. It is, therefore, earnestly recommended that the tools and materials necessary to the introduction of this course on a proper basis, be furnished for the next term.

Miss Mann, the librarian, has, during the year, made decided progress in the general training of the pupils of the school in the use of the library. With the cooperation of Miss Simons, the first year classes in English for some years have been brought into the library where the various reference books, catalogues, and other library devices have been explained to them. This work is now followed up by at least one classroom lesson by Miss Mann on the use of books as tools, and by examinations using the printed lists of Library-English questions which have been furnished us on requisition. It has resulted in a marked increase in the use of the library by the pupils of the first and second year classes.

The special class in library methods, with a membership of about 25 pupils, was continued. Its work has been the usual training in cataloguing, accessioning, and shelf listing, with some drill in classification for the more advanced pupils. This class has been of definite value for the past four years in enabling pupils to find work in local libraries, especially in the Card Distribution Division of the Congressional Library. It has given many an insight into library methods and an interest in the work which has resulted in a continuance of the study in other fields.

No account of the library work would be complete without a reference to the absolute inadequacy of the school appropriation for books. This school with over 1,100 pupils is being allowed annually less than \$100 for all magazines, general reference works, and books of special reference for all departments of study. Comment seems unnecessary.

The faculty, graduates, and pupils of the Central High School learned with delight of the inclusion in the estimates of the board of education a year ago of an item to purchase an adequate lot for a new Central High School. Its exclusion by the District Commission was a matter of regret to us. I assume that the board will repeat its recommendation, and I express here a hope that such a presentation of the absolute inadequacy of the present building to the needs of a modern high school may be made to the commissioners, that the item may be forwarded to Congress with their recommendation. I shall not take your time to present the case for a new school; for I know that the members of the board and yourself are heartily in sympathy with the project.

I desire to add, with my indorsement, extracts from the reports of the teachers of certain departments made to me at the close of the school year.

In English Miss Simons reports the following:

The special features to be commended in the English department of the Central High School are devotion to work and intelligent cooperation with the head of the department. Zeal for the work was never more evident than during the past year on the part of both teachers and pupils, and the output was of exceptional quality. In former years we have had individual efforts of greater brilliancy, but never before work of such uniform excellence. The increased interest in the work I attribute to the special emphasis we have placed on three devices for stimulating enthusiasm for the work—debate, dramatization, and imitative writing.

Debate has always proved a potent factor in arousing zeal for English work, and never more so than in the past year, when Central turned out her second championship debating team. The practical method of handling the subject of argumentation through the classroom debate is a valuable asset to the teacher of English. And right here is a splendid chance for cooperation with other departments, especially history. Another device stressed in the past year was dramatization. This was especially effective in the study of the *Odyssey*, Chaucer's Prologue, and Scott's *Ivanhoe*. But perhaps no endeavor was more richly rewarded than the definite study of masterpieces as models of style. The imitative work of the pupils the past year was noteworthy from two points of view. As ends in themselves—bits of composition work in prose and verse—these imitations of the various classics were the best product of the year; and as a means for training the pupil in appreciation of the beauty and truth of literature, and also as means of arousing interest in the theme work these imitative exercises were of great value. We feel indeed that it has been a good year in English; but next year must be better.

The more we can make the pupil realize that the study of English is a preparation for life—that good English is a powerful tool for all kinds of work, a *sine qua non* in all the relations of life—the more successful will be our work. We must make the boy feel that there is much in manner of presentation as well as in matter; that good English is not a thing apart, reserved for special use in the English class, but is a part of all things. We must arouse in the pupil a desire to express himself well on all occasions—important or trivial, of business or of pleasure, in the laboratory or in the English classroom. We must endeavor to identify the pupil's aim in expressing himself with the aim of the teaching of English. In a word, we must create in the pupil the habit of correct expression. It seems to me that increased emphasis on two sides of our school work next year may help us to gain ground just here.

There has been in the past a general cooperation between the teachers of English and the teachers of other subjects, but I feel that a still more active cooperation would aid greatly in standardizing good English throughout the school. Systematic insistence on good English form for five periods during the day must do much to counteract the outside influences of home and street that tend to tear down our standard. The temptation to neglect at times mere matters of expression when teaching some subject other than English is strong. But, in the large view, knowledge is power only when one has the ability to communicate what he knows in intelligent, correct language, oral or written. Can we not, through cooperation of all departments of study, create in our school a sentiment for correct English which, in the course of a few years will be handed down as one of Central's cherished traditions?

The plan to stress the teaching of reading in our English classes next year should also strengthen our English work. Power to interpret the printed page, to read intelligently, is a basic qualification for the study, not merely of the English classics,

but of all subjects whatsoever. Hence, daily, systematic training in this respect, such as we propose to give, will aid the teaching of all subjects in the school curriculum.

I have such confidence in the ability of our teachers of English that I feel sure another year of work will mean another year of progress.

In the French department a great stress was laid on the teaching of grammar and composition last year. Discussing this feature of the work, Prof. Samson says:

The rules are clearly explained, comprehensively arranged, and followed by numerous exercises in translation, composition, and conversation. The official and the final examinations have already shown that this systematic drilling has given the students accuracy in writing French. The results obtained in pronunciation and conversation also were satisfactory, because the method is a happy combination of the direct (natural) and of the classical (grammatical) methods.

With the exercises in syntax and composition as good results have been obtained in the third classes as with the grammar in the first-year classes. Our graduating pupils will be so well drilled that they will be able to write a letter or an original composition in French.

While the aim of the French department has been primarily the teaching of French, the teachers have kept in mind the English language. They have cooperated with the teachers of that department in comparing constantly the two languages and grammars, and they have striven to give their students a large abstract vocabulary of words used in the two languages, requiring them to collect a list of the most important words with definitions or with synonyms.

Mr. Maurer has the following comment to make on the study of American history:

The total number of students pursuing historical and economic studies has maintained a fair proportion to the total number of students. As compared with other high schools of the same size in the country, however, the number of pupils studying American and European history is not as large as it ought to be. This is probably due to the fact that these subjects are largely elective, and that the college entrance requirements make it necessary for those intending to go to college to pursue other subjects, precluding the study of more than one, or, at most, two years of history.

Several years ago the study of American history was confined almost entirely to the normal course pupils. A boy was much of a novelty in an American history class. In the present history course this study is now required; in all others it is elective. Probably in most of the high schools of the country American history is required of all pupils. Here, in the nation's capital, it would seem to be natural to emphasize rather than to minimize this subject in the curriculum. Under modern political, social, and economic conditions the necessity for a thorough and suggestive study of our own history has become more and more imperative. Unless a pupil can later pursue such study at college, the full duty of our high schools would seem to be to require of all pupils as mature a study of American history as the high school age permits, so that they may be given definitely some sense of the problems and of the importance of good American citizenship.

In conclusion, permit me to thank you for your unfailing kindness and help in all matters concerning the Central High School which I have brought to your attention.

Very respectfully,

EMORY M. WILSON,  
*Principal.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

## CENTRAL HIGH SCHOOL.

TABLE I.—Total enrollment, by years, courses, and sex, 1909-10.

Year.	Academic.			Scientific.			Total.			From last year.	Subsequent admissions.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
First.....	85	166	251	53	101	154	138	267	405	.....	.....
Second.....	81	125	206	41	90	131	122	215	337	.....	.....
Third.....	60	111	171	33	73	106	93	184	277	.....	.....
Fourth.....	39	75	114	22	46	68	61	121	182	.....	.....
Total.....	265	477	742	149	310	459	414	787	1,201	725	476
Withdrawals.....	41	60	101	27	31	58	68	91	159	.....	.....
Total at close of year.	224	417	641	122	279	401	346	696	1,042	.....	.....
Graduates.....							44	95	139	.....	.....

TABLE II.—Average enrollment, average attendance, and per cent of attendance.

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	996.4	975.6	97.7
October.....	1,044.4	999.4	95.6
November.....	1,040.0	985.5	94.7
December.....	1,021.1	952.6	93.2
January.....	1,006.4	946.1	94.0
February.....	1,107.0	1,043.2	94.3
March.....	1,089.5	1,029.1	94.4
April.....	1,078.6	1,020.3	94.5
May.....	1,062.5	994.5	93.6
June.....	1,047.5	982.9	93.2
Total.....	1,052.0	994.0	94.4

TABLE III.—Number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.					
				Third year.		Fourth year.		Total.	
				Boys.	Girls.	Boys.	Girls.		
1890-91.....	36	1,000.0	1,090	74	131	.....	.....	205	
1891-92.....	37	937.0	1,025	53	153	.....	.....	206	
1892-93.....	39	778.0	851	47	101	11	22	181	
1893-94.....	42	835.0	916	33	100	9	25	167	
1894-95.....	43	894.0	1,010	36	68	13	42	159	
1895-96.....	42	814.0	960	1	1	14	42	58	
1896-97.....	44	851.0	966	.....	.....	31	72	103	
1897-98.....	43	864.5	994	.....	.....	35	58	93	
1898-99.....	43	917.1	1,052	.....	.....	41	66	107	
1899-1900.....	47	991.3	1,126	.....	.....	34	42	76	
1900-1901.....	49	899.9	985	.....	.....	40	55	95	
1901-2 <sup>1</sup> .....	44	706.3	807	.....	.....	18	64	82	
1902-3.....	47	693.2	772	.....	.....	31	72	103	
1903-4.....	47	788.0	862	.....	.....	36	59	95	
1904-5.....	50	888.1	969	.....	.....	31	73	104	
1905-6.....	57	984.3	1,072	.....	.....	43	81	124	
1906-7.....	56	994.0	1,108	.....	.....	43	99	142	
1907-8.....	48	1,000.2	1,122	.....	.....	54	118	172	
1908-9.....	50	1,014.2	1,168	.....	.....	67	110	177	
1909-10.....	50	1,052.0	1,201	.....	.....	44	95	139	

<sup>1</sup> Technical school separated.

*Percentage of eighth-grade survivors in Central High School.*

Entering.	Second year.	Third year.	Fourth year.	Fourth year gradu- ates.	Ultimate gradu- ates.
September, 1902.....	84.2	68.5	53.2	37.0	48.0
September, 1903.....	77.3	64.6	53.0	34.2	47.3
September, 1904.....	77.1	59.5	54.6	38.4	48.0
September, 1905.....	80.8	60.6	53.1	39.3	47.8
September, 1906.....	78.5	59.5	47.2	32.0	.....
February, 1907.....	91.9	76.4	58.8	.....	.....
September, 1907.....	86.1	71.2	.....	.....	.....
February, 1908.....	81.8	52.7	.....	.....	.....
September, 1908.....	81.2	.....	.....	.....	.....
February, 1909.....	80.0	.....	.....	.....	.....

## REPORT OF PRINCIPAL OF EASTERN HIGH SCHOOL.

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SIR: I have the honor to submit to you the following report upon the Eastern High School for the year ending June 30, 1910. Out of many items of importance in the life of the school, I have selected the following as especially worthy of mention.

### ATTENDANCE.

The enrollment of the school during the current year has shown the conservative increase by which it has been marked continuously the past four years. The total enrollment for the year is 433 as against 410 last year, 313 five years ago; the average enrollment for the same years is, respectively, 384, 362, and 269. The percentage of increase, based upon average enrollment for the period of four years is 42 per cent. The highest enrollment for any month was that of February, 403.5. The year closed with 388 pupils enrolled, an increase of 68 per cent in four years. The number on roll at the close of the school year exceeds the average enrollment for the year. This has not occurred before. The ditribution of sexes is 137 boys, 296 girls.

It is gratifying to note that the average enrollment relative to total enrollment is larger than in former years and that the average attendance is higher. These denote, respectively, relatively less withdrawals from school and greater regularity of attendance. The latter is due partly to absence of sickness and partly to rigorous insistence upon regular attendance.

Exclusive of transfers to other schools in the city, there have been 42 withdrawals during the year, 25 boys and 17 girls. Five of these left the city. The majority of the others left either on account of ill-health or to go to work. The loss from the first year has been only 10 out of a total of 161, a fraction over 60 per cent. This is a little lower than last year and is strikingly small as compared with most cities.

This low percentage of withdrawals in the first year is especially gratifying as it is in the first year generally that the losses are greatest. I attribute our good showing in this respect in part to the semiannual reclassification of pupils possible under the semester system, thus eliminating the necessity of carrying pupils in classes long

after they have hopelessly failed, and in part to a practice we have adopted this year of assigning extra periods to the first-year classes whenever possible for the pupils to employ in studying under the direct supervision of the teacher. The teachers report distinct gains from this practice and are enthusiastic in recommending that all first-year classes have this assignment.

#### MATERIAL EQUIPMENT.

The material equipment of the school has been increased the past year by the completion of the electrical installation which has enabled us to use the lantern for demonstration and illustration; by the partial completion of the electrical equipment of the physical laboratory; 425 individual lockers for teachers and students; the installation of shower baths and dressing-room accommodations for the girls (greatly appreciated); and a number of minor additions. These were all much needed and have been used and appreciated during the past year. The material equipment of the school, however, is still deficient. Among the important additions needed are, wiring and fixtures for electric lighting, especially in the assembly hall; demonstration and experiment apparatus for the physical laboratory in order that the elaborate electrical equipment of the laboratory may be made available for purposes of instruction; apparatus cases for the physical and biological laboratories; filing and book cases for various departments.

#### DEPARTMENTAL WORK.

There have been three noticeable hindrances to the highest efficiency in our work the past year. Two of these are remediable. One is irremediable so long as the school is housed in the present building. I will speak of the latter first.

We are beset almost continuously upon the west side of the building by the noise of heavy teams passing over rough stone paving. The noise is so great at times as to cause the suspension of class work. Not only is time thus stolen from us, but also the noise and confusion are a constant nervous irritant to the teachers. On the other side of the building there is the playground of the Wallach and the Towers Schools. During three recess periods of these schools, aggregating nearly 45 minutes a day, we are subject to the noise of several hundred children at play. As on the other side of the building, there are times when class work has to be suspended entirely.

As 45 minutes is about one-sixth of the school day, it might be interesting and profitable to inquire just what the financial loss to the District is in maintaining a school where a certain amount of time is lost each day from the teachers' available teaching hours. The total might be startling.

The two remediable hindrances to good work are first, the feeling of hurry incident to the closely packed school day, and the broken programs incident to the period of transition of the semester system. The latter is a temporary condition and will correct itself in time. The former is not self-corrective, but must be corrected by lengthening the school day. In this school we are absolutely obliged to maintain the six-period day. This gives us periods of slightly less than 40 minutes. The average working time is about 38 minutes. The intervals between the periods are just long enough for the pupils to shoot from one room to the other. Instead of the leisure and poise necessary for the best school work there is hurry and confusion. The extension of the school day to 2.30 will permit six periods a day of 45 minutes each and a reasonable interval between periods for the passing of classes.

In spite of these handicaps the work of the several departments has been done with gratifying success. The skill and fidelity of the teachers have prevailed over untoward conditions. The work has been individualized to a marked degree. In the first-year classes the practice has been adopted of assigning extra periods during which the pupils study under the direct supervision of the subject teacher. The results have been excellent. Classes that in the beginning seemed unable to cope with the difficulties of history and algebra have developed ability under this plan to study both of the subjects successfully. The teachers uniformly commend the plan and hope for its continuance.

The work in physical training for the girls is developing satisfactorily. The physical examinations, made twice a year, are becoming more valuable by reason of fuller interpretation. The standing in physical training has been made a part of the advisory and semester records of the girls. It would be a significant step forward if these standings were given a "point" value toward graduation.

The most urgent need of the school, in the matter of instruction, is a physical instructor for the boys. This is the strongest argument from expediency that can be adduced for placing teachers of physical training in Class 6 (as a matter of simple justice, the placing of the "special" teachers in this class is evident). The physical education of the boys, including the direction of their athletic interests, can never be provided for properly until we can pay salaries to these teachers equal, at least, to those paid to teachers of "academic" subjects.

#### STUDENT ACTIVITIES.

The various institutional activities of the student have been carried on in a wholesome way for the most part.

The school periodical, the *Easterner*, has been published quarterly instead of monthly, as heretofore. The subject matter, both prose

and verse, has been exceptionally meritorious for a secondary school publication. The physical appearance has been pleasing and artistic.

A goodly number of students have taken part in the debating contests, and a great deal of sincere and enthusiastic work has been done in preparation for the debates. It is my conviction, however, that the feature of inter-high-school competition is in danger of being overworked. Instead of a general interest in debating, widespread among the pupils, there seems to be growing up a specialized interest in the competitions, confined to the few who take part. As in athletics, the interest that should find expression in debating finds expression in witnessing and getting excited over the competition. The committee in charge of debating hopes to foster interest in the future in intra-school debating.

The cadet company this year has been successful in the truest sense. The cadets have shown a marked degree of loyalty and fidelity. There has been an entire absence of disciplinary difficulties. A contributory factor has been, I think, the recording of the military marks of the cadets upon the regular advisory and semester reports. The effect here has been paralleled by the effects of the same practice in case of the physical training (girls).

The exhibition and entertainment given by the students have been sources of genuine pleasure both to the students and to their parents and the patrons of the school. The exhibition of folk and rhythmical dancing given in May is an indication of the possibilities of this work when more fully developed. The play given at our annual entertainment was charming in quality and attractive in presentation.

#### SEPARATE COMMENCEMENT.

The separate commencement exercises for the several high schools is an unqualified success in the estimation of the students, teachers, and patrons of this school. In this connection I would add that I believe our hopes for greater simplicity were not vain. A step has been made in the right direction, which if consistently and persistently emphasized will lead to the desired end.

The same arguments that have been advanced in the past two reports for a new Eastern High School are even more cogent. The necessity for the new building becomes increasingly insistent.

With appreciation for your many courtesies,

Very respectfully,

W. S. SMALL,  
*Principal.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

## EASTERN HIGH SCHOOL STATISTICS.

TABLE I.—Total enrollment, by years, courses, and sex, 1909-10.

Year.	Academic.			Scientific.			Total.			From previous year.	At the opening of school.	Subsequent.	Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.				
First.....	32	92	124	14	23	37	46	115	161	17	102	59	161
Second.....	39	46	85	2	13	15	41	59	100	94	99	1	100
Third.....	30	50	80	1	12	13	31	62	93	79	85	8	93
Fourth.....	17	53	70	2	7	9	19	60	79	79	75	4	79
Total.....	118	241	359	19	55	74	137	296	433	269	361	72	433
Withdrawals.....	25	15	40	3	2	5	28	17	45				45
Total at close of year.....	93	226	319	16	53	69							388
Graduates.....	15	48	63	2	7	9	17	55	72				

TABLE II.—Average enrollment, average attendance, and per cent of attendance.

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	367.1	358.0	97.5
October.....	376.0	360.0	95.7
November.....	379.7	356.2	93.7
December.....	374.8	349.7	93.3
January.....	369.9	345.5	94.1
February.....	403.5	389.7	96.5
March.....	400.1	385.3	96.3
April.....	395.9	378.5	95.6
May.....	387.9	371.3	95.7
June.....	380.8	364.9	95.8
Total.....	384.0	366.0	95.3

TABLE III.—Number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.					
				Third year.		Fourth year.		Total.	
				Boys.	Girls.	Boys.	Girls.		
1890-91.....	7	158.0	189						
1891-92.....	11	239.0	270						
1892-93.....	15	329.0	386	31	37				68
1893-94.....	17	366.0	400	29	48	5	6		88
1894-95.....	19	393.2	452	25	31	9	16		81
1895-96.....	21	394.4	467		1	8	23		32
1896-97.....	21	401.0	453			10	34		44
1897-98.....	21	445.0	511			18	34		52
1898-99.....	21	468.0	538			24	36		60
1899-1900.....	22	460.4	532			20	41		61
1900-1901.....	22	411.2	458			13	42		55
1901-2.....	22	374.6	416			19	39		58
1902-3.....	21	292.0	342			20	28		48
1903-4.....	20	286.0	314			11	33		44
1904-5.....	19	275.9	308			11	37		48
1905-6.....	18	269.0	313			14	22		36
1906-7.....	18	306.0	335			11	24		35
1907-8.....	21	353.4	388			15	33		48
1908-9.....	22	361.8	405			14	42		56
1909-10.....	23	384.0	433			17	55		72

## REPORT OF PRINCIPAL OF WESTERN HIGH SCHOOL.

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SIR: I beg to submit for your consideration the annual report of the Western High School for the year closing June 30, 1910.

### HOUSING CONDITIONS.

The most serious condition confronting the school at the opening of the school year was the lack of adequate facilities for accommodation of the pupils. This situation had been anticipated by a congressional appropriation of \$72,000 for the addition of nine classrooms to the present building, which appropriation became available July 1, 1909. By the opening of school in September only the first drafts of the plans for addition to and alteration of the building were ready, and it soon became apparent that we could not count upon any increase in accommodations during the current year.

### ORGANIZATION.

To meet this situation one of two plans might be followed; additional accommodations might be rented and the school divided, or the school might be separated into morning and afternoon classes, a part of the student body reporting for each session. The latter plan was finally deemed the better of the two, and under it the school was operated throughout the year.

All second, third, and fourth year classes reported from 9 a. m. to 2 p. m. daily. Two sections of the first-year class reported from 9 a. m. to 12.30 p. m. daily, the remaining four sections of this class reporting from 12.30 p. m. to 3.30 p. m.

Within this general scheme there were constant variations of the plan, morning classes remaining through the afternoon session for work in music, drawing, or physical culture, and afternoon sessions reporting at 10.30 a. m. on certain days for work in these subjects.

As the general study hall had been abolished and the room formerly used as study hall had been converted into a library, the matter of student responsibility was stressed. The organization was necessarily so loose that it devolved upon each pupil faithfully to report to all assigned duties. Generally speaking a free period, or study hour,

was spent by the pupil in his classroom, under the direct charge of his classroom teacher, but this assignment was often impossible on account of the use of the room for the recitation of another large section. It therefore happened that several times a week, a pupil might have to make a decision as to where to go and how to occupy himself during a particular period. Far from developing any spirit of license, this system, or lack of system, enforced upon us by conditions beyond our control, resulted in the establishment of a sense of individual responsibility general throughout the school.

During no year in the history of the school has there been manifested a finer school spirit. The desire to meet trying conditions with mutual helpfulness and forbearance prevailed the student body, and individual lapses from this plane of mutual consideration were rare. Strangely enough, with the multiplication of opportunities for delinquency in conduct there were fewer cases of discipline than in any previous year, so strongly did the understanding that he was trusted to do the right thing take hold of the pupil conscience.

I have given emphasis to the influence of the loose organization upon the character of pupils because I believe it to be the most valuable result of those conditions. In many cases the limitations of the organization were disadvantageous to pupils. For example, a pupil reporting from 9 a. m. to 2 p. m. might have to wait until 3.30 p. m. for a conference with the teacher in whose subject he particularly needed help. Pupils reporting at 12.30 p. m. would find the teacher with whom they desired conference gone at the close of their session. Or a teacher whose section was dismissed at 12.30 because, perforce, there was no place in which it could be housed for the afternoon hours, could never meet the class or any considerable portion of it for the invaluable after-school conference or extra drill. The difficulties of the administration must be apparent to one familiar with school organization, and a few of them are mentioned here, lest the plan to utilize a school plant for such double sessions of high-school pupils should ever be regarded as other than a regrettable necessity, to be set aside at the earliest possible moment. Any plan which does not establish the closest possible relation between pupil and class teacher, and which does not provide for adequate conferences and after-school work, both between pupils and teachers and between teachers and principal, is at best a makeshift, under which the school so operated does not completely fill its obligation to pupils and to the public.

In closing this part of my report I wish again to express admiration for the splendid esprit de corps under which all persons connected with the school cooperated to reduce to the minimum the disadvantages of the double-session plan, and to extract the greatest possible benefit from the same.

## THE NEW BUILDING.

Bids for alteration and addition to the Western High School according to plans submitted by the municipal architect were opened February 3, 1910, when it appeared that the sum of \$72,000 available for the proposed work fell short of the amount necessary for its completion by \$36,300.

The specifications for this work were advertised with five alternates, each alternate proposing the omission of a certain part of the work. The contract, as finally awarded, eliminated all of the work covered in the five alternates, namely:

- Four northwest rooms of the north addition (alternate A).
- Locker and toilet rooms over present boiler room (alternate B).
- Concrete steps and rubble retaining walls on south (alternate C).
- Central extension, including lunch room, library, and porch, and present cornice and windows on east side (alternate D).
- Compo board ceilings in assembly hall and lunch room (alternate E).

It now became necessary to secure an additional appropriation from Congress for the completion of the work on the scale originally planned, and the board of education, through the proper channels, promptly took steps to secure this appropriation, calling to the attention of the commissioners the pressing needs of the school, and urging that they make request for the appropriation before the close of the session.

The commissioners submitted to the Appropriations Committee estimates based upon the original specifications and bids for the same, allowing for such advance in the cost of work as would result from its being done under separate contract, and before the adjournment of Congress the sum of \$40,000 was appropriated for completion of the building. When completed, according to the plans drawn in the office of the municipal architect, the building will be architecturally one of the most attractive in Washington. Besides making adequate provision for the housing of classes, increase of laboratory, lunch room, and assembly hall facilities, its large pillared portico opening as it does from the library by five casement windows, and facing the east, will give opportunity for an outdoor study hall, the first, I believe, in Washington. It is designed to make such a use of the porch, equipping it with tables and chairs, and giving to pupils who are properly protected from the cold, the privilege of study out of doors. The Washington climate will make such a use possible during the greater part of the school year.

## NEED OF PHYSICAL-TRAINING TEACHER FOR BOYS.

In estimating the needs of the school none seems so pressing as that of a male teacher specifically charged with the physical welfare of the boys of the school. We need a teacher of physical training, who

would give his entire time to the school, not only doing the gymnasium program, with corrective work, record of physical measurements of pupils, and all that is usually understood under the general subject of physical instruction, but who would take charge of the athletic interests of the school as well, supervising practice, directing sports, organizing and coaching teams, and, in short, managing all of that department of school interest. Athletics have become so vital an interest in the high schools of Washington that their control should be specifically provided for by the appointment in each school of such a man. The gravest difficulty we face in considering the problem is that of the lack of a salary which would attract the right men to this most important service.

#### SALARY SCHEDULE.

The efforts of the board of education to secure the legislation necessary to place high-school teachers of drawing, music, physical culture, manual training, domestic art, and domestic science in the same salary schedule with teachers of academic and scientific subjects, is an acknowledgment of their appreciation of the very serious handicap to the high schools in this discrimination in salary against a part of the faculty, and it is earnestly hoped that their efforts will be continued, consummating a single salary schedule for all service rendered by high-school teachers.

While the teachers of the subjects named above who are now in the service have given, and will continue to give, to their work the utmost within their resources and strength, regardless of the fact of their smaller compensation, yet that is due to the fact that we have in the Washington schools a body of singularly devoted men and women who place professional duty and service above the mere earning of a salary. As these people drop out of the corps it will become increasingly difficult to replace them with efficient teachers, the new appointees being assigned at a salary too small to attract teachers of experience or ability.

#### THE SALARY OF THE JANITOR OF THE WESTERN HIGH SCHOOL.

The most serious problem facing the Western High School is that of janitor service. The present incumbent has faithfully and adequately discharged the duties of this office for 12 years, but there is little hope of retaining him after the opening of school in September, for the following reason: No man possessing the qualifications demanded by this position can afford to accept it. The heating and ventilating plant comprising two 25-horsepower engines and four boilers demands the service of a first-class engineer. The extension of the building has increased the territory to be cared for and cleaned, so that a force of three men, one janitor and two assistants, would constitute the minimum service required for adequate care of the

building. For the employment of these four persons, each of whom must be reliable and efficient, there is available the sum of \$1,400. The situation is impossible of solution. A competent janitor can not afford to remain in charge of a plant to run which he must hire three other men from a monthly salary of \$116.66. Under these conditions we are sure to lose a man whose worth to the school is far in excess of the small sum necessary to retain his service. The present plan of giving to the janitor of a school the single salary from which all help necessary to the care of the building is to be hired by him personally is a bad one and does not make for efficiency of service. Sweeps, responsible to the janitor who hires them, may decline to do work requested through the janitor by the principal. They may leave at short notice and at times when their help is most needed. They feel less responsibility than they would as employees of the District of Columbia, receiving their monthly checks from the pay roll of the schools. It is urgently recommended that the board of education submit to the commissioners, to be included in their estimates for the year 1911-12, a schedule of salaries including separate salaries for engineer, janitor, and sweeps, in order that we may secure for the care of the Western High School a force adequate in number, and receiving sufficient compensation to warrant their remaining in the service of the school.

#### ENTERTAINMENTS.

From time to time lectures and informal entertainments are given at the school. We have been especially fortunate in securing lectures of distinctly educative value, given by men whose expert information or wide experience have made their presentations as delightful as they were instructive. Many of these lectures were illustrated by lantern slides. Our limitations in this line of work have been due rather to inability to command the price of lantern service than to any lack of available lecturers. The disposition of scientists, men of travel, and others to share with the high school the riches of their study or experience has been markedly generous. With the installation of electricity and the purchase of a good lantern and screen, it will be possible to make such lectures a more significant factor in the work of the school.

Among the entertainments none deserves higher praise than the German play given by the pupils of the advanced German classes. It is believed that there is no more effective method of facilitating speech and the use of the idiom of a foreign language than by the presentation of a series of plays, and it is expected that in the department of modern languages this work will be recognized as a desirable feature.

The annual May festival was a great success, whether judged by its financial returns, its artistic merit, or from the social standpoint.

Following the plan of the past two years, the program was placed in the hands of teachers in the school, and was the outgrowth of

regular work in the departments of music and physical training. Great credit is due the committee by whose able management a program of rare artistic merit was presented, with the minimum of interruption to the regular work of the school, and under conditions which secured to each participant a training of distinct value to him individually.

Below is submitted a copy of the financial report of this entertainment which was sent to each patron of the school:

THE WESTERN HIGH SCHOOL, May 27, 1910.

*To the patrons of the Western High School:*

On the 18th of April we sent you a letter announcing the annual spring festival, and bespeaking your cordial cooperation. We believe that it is due to your help that the entertainments were a greater financial success than any previously given under the auspices of the school and we desire to take this occasion to thank you heartily for your support.

The committee of management submits for your consideration a statement of receipts, expenses, and disbursements, assuming that the matter will be of interest to you.

Very truly yours,

EDITH C. WESTCOTT, *Principal.*

Miss V. ALEXANDER,  
Miss M. H. BREWER,  
Miss L. KINGSLEY,  
Miss R. P. SANDERLIN,  
Miss R. C. STUTZ,  
Miss M. E. TURNER,  
Mr. E. W. MATTHEWS,  
Miss A. S. WOOD,

*Committee.*

*Annual spring festival, May 6 and 7, 1910.*

#### RECEIPTS.

From sale of tickets:

Through students.....	\$434. 75
Miscellaneous.....	13. 00
Door receipts—	
May 6.....	35. 25
May 7.....	48. 25
Contributions toward rental of costumes.....	12. 50
	<hr/>
	543. 75

Refreshments:

May 6—	
Sale of checks.....	18. 30
Cash sales.....	57. 35
Contributions.....	27. 35
May 7—	
Sale of checks.....	22. 45
Cash sales.....	54. 75
Contributions.....	38. 25
	<hr/>
	218. 45

From sale of souvenirs.....	\$36. 20
From sale of stationery.....	13. 46
From sale of photographs.....	3. 40
	<hr/>
	53. 06
	<hr/>
Total receipts.....	815. 26

## EXPENSES.

## General:

Stage accessories.....	\$4. 53
Printing.....	26. 25
Make-up.....	1. 20
Car fare.....	. 25
Lumber.....	3. 75
Rental of costumes.....	26. 00
Pianist for dancing.....	3. 50
Services of accompanist.....	11. 00
Sheet music.....	. 80
Janitor and assistants.....	20. 00
	<hr/>
	97. 28
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## For refreshments:

Lanterns.....	1. 40
Candles.....	1. 20
Napkins.....	1. 50
Paper bags.....	. 28
Wire.....	. 10
Sugar.....	. 95
Ice cream.....	47. 00
Cakes.....	2. 80
Help.....	8. 00
	<hr/>
	62. 73

Cost of souvenirs.....	14. 63
	<hr/>
Total expenses.....	174. 64

## PROFIT.

On ticket sales.....	\$446. 47
On refreshments.....	155. 72
On souvenirs.....	21. 57
On stationery.....	11. 64
On photographs.....	3. 40
	<hr/>
Total profits.....	640. 62

## DISBURSEMENTS.

To the debating interest.....	\$30. 00
To complete payment on piano.....	100. 50
To complete payment on Victrola.....	50. 00
To the athletic fund.....	400. 00
To the general school fund.....	59. 12
	<hr/>
	640. 62

## DEBATE.

The debating society of the Western High School has had on the whole a successful year, but it is to be regretted that the interest in debate centers so largely in the inter-school contests. A definite effort will be made to stimulate the interest in debate within the high school, for while the ability of the teams representing the school has been quite up to the high standard which characterizes the teams representing this work in the several high schools, the general participation has been too limited.

## HOME AND SCHOOL ASSOCIATION.

The second year of the work of this association has marked a significant influence in the life of this school. Meetings which have brought the parents of pupils and the teachers together for consideration of problems of mutual interest have welded more closely the bond that unites the home and the school. Under the able leadership of its president, Mr. Frederick L. Siddons, the meetings were made both interesting and profitable. Besides attendance at the regular meetings of the association, several of the membership took personal interest in the matter of securing the additional appropriation for completion of the building, a practical service of direct value to the school and to the community.

There is no local educational movement of greater significance nor one more pregnant with results directly affecting the welfare of the schools than these home and school associations.

The Western High School points with pardonable pride to the success of its affiliated organization, and looks confidently forward to an increase of membership and a record of definite constructive work, not only in the interest of this particular school, but of the more general problems affecting the public schools of the District of Columbia.

## ALUMNI ASSOCIATION.

On the 22d of December the alumni of the Western High School met to form a permanent organization; officers were elected, and a constitution adopted. This association bids fair to be a strong adjunct to the school. The eighteenth class was graduated June 20, 1910, increasing the number of Western High School alumni to 716 graduates. Of this number the list of those who have attained distinction in the various fields upon which they have entered is gratifyingly large. The association will do much toward keeping alive in the school the traditions and standards of those first classes, which established the reputation of the school in the early and formative period of its history.

In closing this report I desire to express my appreciation of the cooperation of school officials and of associate teachers, by virtue of which cooperation a successful year's work was accomplished, under most disadvantageous conditions.

Very respectfully,

EDITH C. WESTCOTT,  
*Principal.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

WESTERN HIGH SCHOOL.

TABLE I.—*Total enrollment by years and sex, 1909-10.*

Years.	Boys.	Girls.	Total.
First.....	77	124	201
Second.....	81	122	203
Third.....	60	66	126
Fourth.....	30	55	85
Total.....	248	367	615
Withdrawals.....	66	80	146
Total at close of year.....	182	287	469
Graduates.....	23	40	63

TABLE II.—*Average enrollment, average attendance, and per cent of attendance.*

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	532.8	523.5	98.2
October.....	562.3	542.3	96.5
November.....	543.8	519.3	95.5
December.....	539.0	502.0	93.1
January.....	510.0	470.0	92.1
February.....	551.1	520.0	94.3
March.....	525.3	492.7	93.8
April.....	524.7	498.7	95.0
May.....	513.14	491.5	95.7
June.....	502.8	481.6	95.7
Total.....	531.0	504.0	94.8

TABLE III.—Number of teachers, average attendance, whole enrollment, and number of graduates.

Year.	Teachers.	Average enrollment.	Total enrollment.	Graduates.				Total.
				Third year.		Fourth year.		
				Boys.	Girls.	Boys.	Girls.	
1890-91.....	2	56	64					
1891-92.....	4	107	126					32
1892-93.....	7	156	173	8	24			51
1893-94.....	10	181	199	12	33	1	5	26
1894-95.....	11	199	226	7	9		10	20
1895-96.....	12	245	281			5	15	23
1896-97.....	14	231	264			5	18	29
1897-98.....	15	290	320			4	25	34
1898-99.....	17	339	404			9	25	25
1899-1900.....	18	342	405			10	15	48
1900-1901.....	19	323	377			25	23	59
1901-2.....	17	291	338			18	41	37
1902-3.....	15	262	303			14	23	48
1903-4.....	16	300	344			16	32	36
1904-5.....	18	276	261			17	19	51
1905-6.....	21	414	463			15	36	41
1906-7.....	24	430	498			20	21	61
1907-8.....	26	467	561			19	42	66
1908-9.....	27	517	614			28	38	66
1909-10.....	29	531	619			23	40	63

## SUMMARY.

TABLE IV.—Enrollment of each white high school for each school year, by years, as well as number of graduates each year, etc.

Year.	1904-5					1905-6					1906-7				
	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.
First year.....	394	189	132	441	1,156	408	215	122	479	1,224	422	214	167	594	1,397
Second year.....	275	80	71	242	668	335	145	94	226	800	237	155	78	229	699
Third year.....	171	78	52	.....	301	205	48	52	.....	305	205	79	53	.....	337
Fourth year.....	129	45	53	.....	227	124	55	45	.....	224	144	50	37	.....	231
Total.....	969	392	308	683	2,352	1,072	463	313	705	2,553	1,108	498	335	823	2,764
Graduates:															
Second year.....				165	165				157	157				142	142
Fourth year.....	104	36	48	.....	188	124	51	36	.....	211	142	41	35	.....	218

Year.	1907-8					1908-9					1909-10			
	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.	Academic high.			
	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Total.
First year.....	348	201	137	579	1,265	403	228	121	660	1,412				
Second year.....	340	183	127	302	952	318	177	109	385	989	405	201	161	767
Third year.....	262	109	71	10	452	270	127	111	22	530	337	203	100	640
Fourth year.....	172	68	53	.....	293	177	82	64	9	332	182	126	93	496
Total.....	1,122	561	388	891	2,962	1,168	614	405	1,076	3,263	1,201	615	433	2,249
Graduates:														
Second year.....				129	129				128	128				
Fourth year.....	172	61	48	.....	281	177	66	56	9	308	139	63	72	274

<sup>1</sup> Business high separated.

## ACADEMIC WHITE HIGH SCHOOLS.

TABLE V.—Enrollment in all white academic high schools by classes, and the number of graduates, Central, to 1889-90, inclusive; all together thereafter.<sup>1</sup>

Year.	Class.					Graduates.		College.
	First year.	Second year.	Third year.	Fourth year.	Total	Third year.	Fourth year.	
1887-88.....	519	290	188	.....	997	<sup>2</sup> 207	.....	.....
1888-89.....	586	405	262	.....	1,253	<sup>2</sup> 222	.....	.....
1889-90.....	712	438	272	.....	1,422	<sup>2</sup> 289	.....	.....
1890-91.....	718	358	267	.....	1,343	<sup>2</sup> 205	.....	.....
1891-92.....	703	436	282	.....	1,421	206	.....	.....
1892-93.....	637	439	291	<sup>3</sup> 43	1,410	249	33	.....
1893-94.....	672	431	328	84	1,515	255	51	.....
1894-95.....	759	488	303	138	1,688	176	90	.....
1895-96.....	736	480	324	<sup>4</sup> 168	1,708	3	107	37
1896-97.....	682	465	324	215	1,686	.....	170	32
1897-98.....	807	431	324	228	1,790	.....	172	43
1898-99.....	913	538	282	257	1,990	.....	201	50
1899-1900.....	865	583	357	217	2,022	.....	.....	.....
1900-1901.....	700	511	338	261	1,810	.....	198	.....
1901-2.....	594	419	306	239	<sup>5</sup> 1,558	.....	199	.....
1902-3.....	512	377	293	230	1,412	.....	188	.....
1903-4.....	622	386	287	224	1,519	.....	187	.....
1904-5.....	715	426	301	227	1,669	.....	188	.....
1905-6.....	745	574	305	224	1,848	.....	211	.....
1906-7.....	803	470	337	231	1,941	.....	218	.....
1907-8.....	686	650	442	293	2,071	.....	281	.....
1908-9.....	752	604	508	323	2,187	.....	299	.....
1909-10.....	767	640	496	346	2,249	.....	274	.....

<sup>1</sup> Branch schools established September, 1890.<sup>2</sup> Includes second-year graduates of business course.<sup>3</sup> First voluntary fourth-year class.<sup>4</sup> First compulsory fourth-year class.<sup>5</sup> Technical school separated.

## WHITE ACADEMIC HIGH SCHOOL.

TABLE VI.—Showing enrollment for all white academic high schools from first year to graduation, Central, to 1893, inclusive; all together thereafter.<sup>1</sup>

Year.	Class enrollment.						College.
	First year.	Second year.	Third year.	Fourth year.	Graduates.		
					Third year.	Fourth year.	
1890.....	519	405	272		<sup>2</sup> 289		
1891.....	586	438	267		<sup>3</sup> 205		
1892.....	712	358	282		206		
1893.....				<sup>3</sup> 43		33	
1894.....	718	436	291		249		
1894.....				84		51	
1895.....	703	439	328		255		
1895.....				138		90	
1896.....	637	431	303		176		
1897.....				<sup>4</sup> 168		107	37
1898.....	672	488	324	215		170	32
1899.....	759	480	324	228		172	43
1899.....	736	465	324	257		201	50
1900.....	682	431	282	217			
1901-2.....	594	419	306	239		199	
1902-3.....	512	377	293	230		188	
1903-4.....	622	386	287	224		187	
1904-5.....	715	426	301	227		188	
1905-6.....	745	574	305	224		211	
1906-7.....	803	470	337	231		218	
1907-8.....	686	650	442	293		281	
1908-9.....	752	604	508	323		299	
1909-10.....	767	640	496	346		274	

<sup>1</sup> Branch schools established September, 1890.<sup>2</sup> Includes second-year graduates of business course.<sup>3</sup> First voluntary fourth-year class.<sup>4</sup> First compulsory fourth-year class.

TABLE VII.—*Per cent of survival for all white academic high schools from first year to graduation, Central, to 1893, inclusive; all together thereafter.<sup>1</sup>*

Year.	Per cent of the immediate preceding class reaching class designated.					Per cent of original first-year class reaching class designated.						
	Second year.	Third year.	Fourth year.	Graduates.		Col-lege.	Second year.	Third year.	Fourth year.	Graduates.		Col-lege.
				Third year.	Fourth year.					Third year.	Fourth year.	
1890.												
1891.												
1892.	50.28	78.77		73.03			50.28	39.61		28.93		
1893.			15.25		76.74				6.04		4.63	
1893.	60.72	66.74		85.57			60.72	40.53		34.68		
1894.			28.87		60.71				11.70		7.10	
1894.	62.44	74.71		77.74			62.44	46.66		36.27		
1895.			42.07		65.21				19.63		12.80	
1895.	67.66	70.30		58.08			67.66	47.57		27.63		
1896.			55.44		63.69	34.58			26.37		16.80	5.81
1897.	72.62	66.40	66.36		79.07	18.82	72.62	48.21	32.00	25.30	25.30	4.76
1898.	63.24	67.50	70.37		75.44	24.88	63.24	42.69	30.04		22.66	5.66
1899.	63.18	69.68	79.32		78.21	24.88	63.18	44.02	34.92		27.31	6.80
1900.	63.20	65.43	76.95				63.20	41.35	31.82			

<sup>1</sup> Branch schools established September, 1890.

## REPORT OF PRINCIPAL OF BUSINESS HIGH SCHOOL.

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SIR: I have the honor to submit the following report of the Business High School for the year ending June 30, 1910:

### COURSE.

The four-year course has now been in operation for three years and has practically demonstrated its value. It now enrolls about 30 per cent of the pupils of the school. On the other hand, the short course has lost none of its popularity and will continue for many years to be of great help to those pupils whose high-school years are of necessity limited.

### BUILDING AND EQUIPMENT.

In November the school took possession of the completed addition, although an equipment appropriation was delayed by Congress and will not be available until July 1, 1910. However, by the aid of discarded grade-school furniture the school was again organized upon a whole-day basis, and the loss of energy and opportunity resulting from the shortened session was largely overcome. For the coming year, with proper furniture for classrooms and for the various departments, an improvement in the efficiency of the school is to be expected.

### PRIZES AND SCHOLARSHIPS.

In addition to the Galt prizes and the scholarship in the Washington College of Law, the school, through the efforts of enthusiastic teachers, was this year the recipient of an annual scholarship in Syracuse University and in the law department of Georgetown University.

### REPORT BY SUBJECTS.

#### ARITHMETIC.

*First and second semesters.*—As stated in the course of study, the purpose of the work is "to train the pupils in the use of arithmetic as an effective business instrument for purposes of commercial calculation; to develop accuracy and reasonable facility; to cultivate habits of accuracy and logical statement." The plan as outlined in the course of study was closely followed. A thorough study was made of whole numbers, fractions (common and decimal), percentage, profit and loss, trade discount, commission, taxes and insurance, interest, bank discount, partial payments, simple ratio and proportion, partnership, stocks and bonds, and estimating. Emphasis was placed

throughout on oral drill, and a part of each recitation was given to this feature of the work. For the coming year the pupils are to use Birch's rapid calculation, which is a carefully planned series of exercises intended to develop speed and accuracy in mental calculations.

*Third and fourth semesters.*—The arithmetic of these semesters is planned "to develop arithmetic as a language of business, as a means of interpretation of business, economic and industrial conditions; to study business papers through the arithmetic which finds practical application in them; to use arithmetic to illuminate records already written; to cultivate capacity to tabulate properly and represent numerical facts by written figures and by graphs; to cultivate clearness of thought and expression and an appreciation of order and system in applied number work."

Attention was given through the year to oral work which followed along the same general lines as that of the first and second semesters. The work of the year included a study of business addition, principles of tabulation, and the details of formal arrangement. The other subjects studied were billing, agency, interest, financial arithmetic, inland, foreign and commercial exchange, corporations, taxation, industrial and economical arithmetic, bids and estimates, and aids in computation. On different occasions related business papers were made a basis for calculation, and a special study was made of all business papers relating to these subjects.

#### BOOKKEEPING.

*First and second semesters.*—The purpose was to give a knowledge of the fundamental principles of accounting, cultivate ability to do effective and practical work in elementary bookkeeping; to make clear the relation of parties in the simple business affairs of ordinary life; to cultivate habits of sound reasoning and clear expression, to encourage system, order, and an appreciation of effective form. The work included a detailed study of the journal, ledger, and cash book. The different steps of development were accompanied by transactions involving the various principles, and departmental sets were given at frequent intervals. A study was made of trial balances, statements, business papers, special sets were given involving notes and drafts, and training was given in business practice and banking.

*Third and fourth semesters.*—The purpose was to give a general working knowledge of bookkeeping and business practice; to give a knowledge of the customs and laws of business, and of the duties and responsibilities of business men; to cultivate ability to plan and organize work; to work effectively and easily; and through independent work to develop independence of thought and action.

The work included the following: Review of principles of first and second semesters, retail grocery set, retail shoe business set, wholesale

furniture set, commission set, corporation accounting set, banking set, general discussion of bookkeeping principles, involving study of statements, inventories, trial balances, balance sheets, etc.

#### SHORTHAND.

*First and second semesters.*—The work of the first and second semesters was intended to cover a thorough study of the principles of the Pitmanic system as developed in the Barnes Manual. Each lesson began with an oral drill which involved a review of the principles of the preceding lesson. The home work consisted of transcription of the engraved pages of the manual, together with repetition practice from these pages. Frequent tests were given throughout the year.

*Third and fourth semesters.*—The work included an application of the principles taught during the preceding semesters. The principles were applied to sentences, paragraphs, short stories, parliamentary proceedings, constitution of the Alumni Association of the Business High School, law forms, etc. The following were particularly emphasized: Phrases, contractions, dictation and transcription, grammatical uses of irregular verbs, articles, adjectives, adverbs, possessives, etc., material from Congressional Records, dictation and reading of well-selected material, dictation and transcription of legal forms, such as declarations, affidavits, wills, building specifications, and patent specifications.

*Fifth and sixth semesters.*—This work was given for four periods a week of 40 minutes each. The purpose was to increase the speed in shorthand and typewriting, to obtain rapid and correct transcripts, to teach a variety of miscellaneous forms, to teach the use of the tabular attachments of the machine, and to teach the use of filing cabinets and other office appliances. The work included note taking, correct and rapid reading, repetition and practice at the rate of 150 words per minute, new matter dictated at the rate of 100 to 125 words per minute, transcription of business letters, legal forms, blank law forms, cards for card catalogues, sheets for the mimeograph, and dictated matter.

#### TYPEWRITING.

*First and second semesters.*—One period a week of 40 minutes was given to typewriting. The material was taken from Van Sant's System of Touch Typewriting. The purpose was to teach correct fingering, position at the machine division of the keyboard for right and left hand, use of space bar, space gauge, release key, ribbon shift, and other parts of the machine. The material included word and sentence exercises and simple forms of business letters.

*Third and fourth semesters.*—Shorthand sections: Four periods a week for 40 minutes each were given. The work included fingering

exercises, repetition practice, review of parts of the machine, transcription of grammatical exercises, exercises in parliamentary law, constitution of the alumni association, and copying from Van Sant's System of Touch Typewriting. In addition work was given in transcription of legal forms, business letters, miscellaneous forms, addressing envelopes, postal cards, and tabulation.

Bookkeeping sections: The work of the bookkeeping section differed from the others in regard to a part only of the material used. The material for practice was selected from the Manual of Composition and Rhetoric, and included also letter writing, tabular exercises, dictation, letter-press copying, and general matter from Altmair's Model Typewriter Instructor.

#### BUSINESS ORGANIZATION.

As stated in the report of last year, the course has a fourfold object:

1. To acquaint the pupils with a knowledge of type business institutions, their organization and management.

2. To study questions of money and finance in their relation to business enterprise and organization.

3. To bring to the subject of organization the essential principles of accounting, and to make a study of departmental organization from the accounting standpoint.

4. To make a study of the principles of statistics in order (1) To give the pupil an understanding of how material should be collected, tabulated, and presented. (2) To bring out the importance of proper statistical information as a basis for the organization of a definite business enterprise.

After detailed study and discussion of the textbook (Sparling's Business Organization), accounting in its relation to business organization was studied, emphasis being placed upon the relation of the two subjects. A study of statistics was made as it related to business organization. Money and banking was treated in detail. Special reports in amplification and elaboration of each chapter were particularly emphasized and each pupil was held responsible for at least two reports on the organization of some typical business institution.

#### COMMERCIAL GEOGRAPHY, HISTORY, AND SOCIOLOGICAL PROBLEMS.

With a better equipment and with our work centralized in one quarter of the building, the past year has been the most satisfactory that the department has had thus far. For the first time in our history we have had a storeroom, very conveniently located, for holding our material. We have obtained a first-class lantern and have had several successful illustrated talks with the aid of it. The Galt

prize obtained for us two good exhibits, wool and leather, the last especially full and complete. We have also added substantially to our mineral and building-stone collection. One of our teachers shipped us a box of glacial specimens from New York. Another box has been ordered from Wisconsin to illustrate glacial actions there. An effort is now being made to get similar samples from present glaciers in Alaska.

While there has been no change of moment in our methods of instructions, it may be advisable to give a few words to each of the main branches of the entire course extending through four years.

#### PHYSICAL GEOGRAPHY.

While following the path of previous years in the main we have paid more attention to place geography. By a test given to the entering pupils in February it was discovered that that was a weak side that we should try to strengthen.

#### COMMERCIAL GEOGRAPHY.

This branch occupies one year, three hours weekly. We still find the text by Adams to be very satisfactory. We have used our lantern slides with this branch successfully, having given more time to this kind of illustration than ever.

#### COMMERCIAL HISTORY.

Like physical and commercial geography, our commercial history continues through one year with three periods weekly. For the first time we have had sections enough to require a second teacher, who tried the method of having the pupils make scrap books in connection with their history work, which promises good results for the pupil. In such a broad field it was found very helpful for both teachers to follow, in a general way, the same outline. Variations were compared from time to time, until toward the end of the year an outline was drawn up to cover the entire course in commercial history.

#### SOCIOLOGICAL PROBLEMS.

Unfortunately there does not seem to be any book to cover the ground in the limited time we can give to this broad topic. But by the use of outlines for the teacher and special assignments for the pupils satisfactory work has been done. By voluntary action on the part of the pupils a small book in civics by Forman was found to be a very convenient guide for a part of the course.

Generally the work has gone forward harmoniously throughout the department and the teachers have been earnest and capable.

## BIOLOGY.

The pupils taking biology numbered about 100 (including those who completed the work in February as well as those who began it) and were divided into four sections. The largest number in the classes at any one time was 78 and the largest section included 28.

The work in biology followed very closely the lines laid out for the classes of a year ago, and the results obtained were practically identical. The adoption of Hunter's *Elements of Biology* as a textbook made it possible to conduct the various sections more uniformly over the ground and to cover additional subjects more thoroughly than preceding classes; but this had to be done at the expense of laboratory work, and to a certain degree led to confusion owing to the differences in terminology between the textbook and the laboratory guide.

The projection microscope and stereopticon proved as efficient this year as last, but it is hoped that by the beginning of another year a sufficient number of compound microscopes will be on hand to supply a large portion at least of each class.

## PHYSICS.

The physics work of the year succeeded very well, considering the conditions under which it was presented. The laboratory work was done in the laboratories of the Technical High School, where every courtesy and assistance was extended by all members of the physics department of that school. However, the changing from one school to another was very objectionable for the following reasons: First, it was difficult for the teacher to find the time necessary to prepare the laboratory for the class work; and, second, no special work or extra work to make up for lost time could be undertaken by the students during study hours or after school, as this work could not be supervised very satisfactorily by the teacher. However, these obstacles to the work will all be removed next year when the laboratory in our own building has been properly equipped.

There were three classes in physics, two beginning in September, 1909, and the third in February, 1910. The February class began its work at the point that the other classes had reached so as to economize time and effort in laboratory work. Next September this third class will take the first half of the year's work with the new classes to be formed.

The aim in presenting physics was to emphasize the practical and industrial side of the subject, and only so much of the theory and mathematics of the subject was given as was necessary to this end.

## MATHEMATICS.

The geometry work presented during the year just closed was based primarily upon Wentworth's *Textbook on Plane and Solid*

Geometry and included all propositions in the first four books and most of the propositions of book five as far as maxima and minima. Numerous originals were given to the pupils to work, selected in part from the textbook and in part from other sources. The results obtained in the work were good, there being only 3 failures in a class of 19 pupils, and these failures being due to a lack of application rather than inability to comprehend the subject.

The value of the inventional geometry presented in the year 1908-9 was very apparent in last year's class, as the group of pupils who had taken the course in algebra and inventional geometry experienced considerably less difficulty in their work than the group which had not taken the previous course. Especially was this so with constructions and numerical problems. Together with the evidence of the value of the elementary course in geometry, however, the handicap to the progress of the group which did not take algebra was also evident. There are numerous propositions which involved algebraic processes which could not be understood by this group until the principles upon which they depend had been developed. In this way much time was consumed which could otherwise have been placed upon geometry proper.

#### GERMAN.

The department of German of the Business High School at the beginning of the session 1909-10 embraced a total of 199 pupils, which increased at the beginning of the second semester to 230. The total at close of last session was 183.

Spanhoofd's "Lehrbuch der deutschen Sprache" was used in first and second year classes with highly satisfactory results. About 30 of the 35 lessons were covered. Kutner's Commercial German was followed in the third-year classes and practically covered. Collaterally, Baumbach's "Der Schwiegersohn" was read in these classes with a view to getting the story rather than the translation. The results were good.

The pupils have, with few exceptions, shown interest in the subject, and their attention and application have been commendable. The percentage attained by the school at large in a test given by the director of languages was satisfactory.

#### COMMERCIAL LAW.

Commercial law was taught in the final year of both the two-year and the four-year courses for three periods a week throughout the year. The same textbook was used and the same general plan of work was followed in both courses, but the fourth-year pupils, in addi-

tion to the work accomplished in the second year, were assigned subjects for original research and given test cases for analysis that it seemed advisable not to give the second-year pupils.

The work of the first semester began with a study of contracts, including the essentials of a valid contract and the assignment and the discharge of the same. After a knowledge of contracts in general was acquired, the special classes of sales and bailments were studied for their individual characteristics. The Statute of Frauds, the Statute of Limitations, and the Statute of Exemptions as enforced in the District of Columbia were given particular attention in reference to their effect on contract rights.

The work of the second semester comprised a study of negotiable instruments, agency, business organizations, and real property. Much practical work was done in the first subject. Pupils prepared notes, checks, and drafts in completion of business transactions, indorsed them under different conditions, and took proper steps to secure payment of dishonored paper.

Throughout the year much written work was done by the pupils. They prepared outlines and abstracts on the subjects studied, wrote original contracts, and drew up legal forms used in actual business. In connection with the study of real property, the papers necessary for transferring, mortgaging, and leasing were prepared. Some of this work was required to be typewritten, and all was criticized for manner of expression and business form as well as for legal principles involved. Written reviews were given on the completion of each unit in the textbook, and many test cases were assigned for consideration and decision, the pupils at all times being required to give arguments in support of their opinions.

#### LIBRARY.

The school year has been a particularly successful one with the library work in comparison with the previous year. The number of books circulated, 3,539, shows that the increase has been marked, the number being almost double that of the year 1908. Most of these books have been taken home for reference work in connection with the school work, the reference books most used being in English literature, geography, and history. The same marked increase is noted in the number of pupils using the library, 12,909 permits having been granted, making an increase over last year of 5,814.

A more systematic method of assisting students in debate work has been inaugurated this year. Clippings on subjects suggested by teachers are being collected in envelopes for pupils' use. In the same manner pictures for different subjects are collected and used by teachers in connection with class work.

## PUBLIC SPEAKING.

This year public speaking has been offered for the first time as an alternative with music. There have been about 90 pupils in the department, more boys than girls, from the upper classes of the school. The pupils have received training in vocal expression and enunciation, and the power of their voices has been increased. The emphasis, however, has been upon developing ease of manner and simple directness of address before an audience. Classes meet always in the assembly hall, where the pupil becomes accustomed to the platform and the large hall.

The result of this first year is most encouraging. There has already been established a standard of public speaking which has its effect upon the pupils not in the department as well as upon those whose work in the class has helped them. In the coming year the cooperation of the English teachers will be sought, and an effort will be made to reach more of the atypical cases of special difficulty in enunciation or in tone.

Very respectfully,

ALLAN DAVIS, *Principal.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

## BUSINESS HIGH SCHOOL.

TABLE I.—Total enrollment by years, courses, and sex, term ending June 30, 1910.

Year.	Boys.	Girls.	Total.
First.....	245	485	730
Second.....	96	266	362
Third.....	22	16	38
Fourth.....	10	5	15
Total.....	373	772	1,145
Withdrawals.....			<sup>a</sup> 329
Total at close of year.....			816

TABLE II.—Average enrollment, average attendance, and per cent of attendance, year ending June 30, 1910.

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	902	885	98.0
October.....	908	879	96.7
November.....	896	861	96.1
December.....	871	821	94.3
January.....	829	785	94.7
February.....	980	932	95.0
March.....	945	887	93.8
April.....	915	866	94.6
May.....	869	814	93.6
June.....	825	779	94.3
Total.....	894	850	95.0

<sup>a</sup> Includes pupils who were graduated at end of the first semester.

TABLE III.—*Number of teachers, average enrollment, whole enrollment, and number of graduates.*

Year.	Teachers.	Average enrollment.	Total enrollment.	Graduates.			Average entrance age of first year.
				Boys.	Girls.	Total.	
1890-91.....	8	274	314	—	—	—	—
1891-92.....	9	329	368	17	18	35	16.4
1892-93.....	11	359	389	25	25	50	16.3
1893-94.....	12	410	493	32	28	60	16.1
1894-95.....	13	394	497	21	19	40	16.3
1895-96.....	17	421	532	35	36	71	16.5
1896-97.....	19	435	526	34	40	74	16.4
1897-98.....	20	483	601	41	48	89	16.7
1898-99.....	21	491	594	37	64	101	16.6
1899-1900.....	21	527	664	39	58	97	16.5
1900-1901.....	23	598	745	35	73	108	16.2
1901-2.....	25	603	703	62	94	156	16.2
1902-3.....	25	571	690	59	80	139	16.3
1903-4.....	26	607	713	62	86	148	16.2
1904-5.....	27	583	683	52	113	165	16.7
1905-6.....	31	621	705	51	106	157	16.0
1906-7.....	33	680	823	53	89	142	15.6
1907-8.....	37	734	891	42	87	129	15.7
1908-9.....	41	866	1,076	50	87	137	15.6
1909-10.....	44	894	1,145	48	86	134	15.5

TABLE IV.—*Enrollment and per cent of survival for the Business High School from first year to graduation—Two-year course.*

[Semester promotion plan in effect Feb., 1907; four-year course in effect Sept., 1907.]

Year ending June—	Class enrollment.			Per cent of the immediately preceding class reaching class designated.		Per cent of original first-year class reaching class designated.	
	First year.	Second year.	Graduates.	Second year.	Graduates.	Second year.	Graduates.
1892.....	308	84	35	27	42	27	11
1893.....	281	85	50	30	59	30	18
1894.....	303	132	60	44	45	44	20
1895.....	344	155	40	45	26	45	12
1896.....	324	145	71	45	49	45	22
1897.....	372	140	74	38	53	38	20
1898.....	376	169	89	45	53	45	24
1899.....	390	171	101	44	59	44	26
1900.....	416	226	97	54	43	54	23
1901.....	464	181	108	32	60	32	19
1902.....	469	234	156	50	67	50	33
1903.....	483	207	139	44	67	44	30
1904.....	508	205	148	42	72	42	31
1905.....	441	242	165	48	68	48	32
1906.....	479	226	157	51	70	51	36
1907.....	594	220	142	48	62	48	30

TABLE V.—Enrollment and survival from first semester to graduation—Two-year course.

Entrance date—	Enrollment (Oct. and Feb.).					Graduates.		Per cent of immediately preceding class reaching semester designated.				Enrollment, first semester.	Survival to graduation.	Per cent of survival.
	Total.	By semesters.						Second.	Third.	Fourth.	Graduation.			
		First.	Second.	Third.	Fourth.	Number.	Date.							
Sept., 1907 .....	691	318	123	233	17	.....	.....	65	80	84	58	318	81	25
Feb., 1908.....	717	249	208	101	159	14	Feb., 1908	58	94	39	81	249	44	18
Sept., 1908.....	740	363	145	166	66	115	June, 1908	65	59	72	77	363	77	21
Feb., 1909.....	753	246	236	137	139	47	Feb., 1909	53	74	.....	.....	.....	.....	.....
Sept., 1909.....	664	340	131	139	54	81	June, 1909	65	.....	.....	.....	.....	.....	.....
Feb., 1910.....	706	287	222	97	100	{ 44 77	Feb., 1910 June, 1910	..... .....	..... .....	..... .....	..... .....	..... .....	..... .....	..... .....

TABLE VI.—Enrollment and survival from first semester to graduation—Four-year course.

Entrance date—	Enrollment (Oct. and Feb.).								Graduates.		Per cent of immediately preceding class reaching semester designated.								Enrollment, first se- mester.
	By semesters.										Second.	Third.	Fourth.	Fifth.	Sixth.	Seventh.	Eighth.		
	Total.	First.	Second.	Third.	Fourth.	Fifth.	Sixth.	Seventh.	Eighth.	Number.								Date.	
Sept., 1907...	107	93	...	14	...	...	...	...	...	...	...	68	73	91	90	100	...	93	
Feb., 1908...	124	49	63	...	12	...	...	...	...	...	...	65	97	74	98	...	...	...	
Sept., 1908...	156	67	32	46	...	11	...	...	...	...	...	94	79	94	...	...	...	...	
Feb., 1909...	185	38	63	31	42	...	11	...	...	...	...	82	90	...	...	...	...	...	
Sept., 1909...	260	107	31	50	23	38	...	11	...	...	...	66	...	...	...	...	...	...	
Feb., 1910...	296	79	71	28	47	22	38	...	11	10	June, 1910	...	...	...	...	...	...	...	

TABLE VII.—Pupils entering four-year course after completing two-year course.

Date of entrance to four-year course.	Enrollment (Oct. and Feb.).					Graduates.		Per cent of immediately preceding class reaching semester designated.				Enrollment, fifth semester.	Survival to graduation.	Per cent of survival.
	By semesters.													
	Total.	Fifth.	Sixth.	Seventh.	Eighth.	Number.	Date.	Sixth.	Seventh.	Eighth.	Graduation.			
Sept., 1907.....	13	13						85	82	100	100	13	9	69
Feb., 1908.....	11		11											
Sept., 1908.....	16	7		9				57	75	100	100	7	3	42
Feb., 1909.....	13		4		9									
Sept., 1909.....	13	5		3		9	June, 1909	100						
Feb., 1910.....	8		5		3	3	June, 1910							

## REPORT OF PRINCIPAL OF M'KINLEY MANUAL TRAINING SCHOOL.

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SIR: While the work of the year just closing presents few striking features, it shows substantial progress in many directions.

When school opened last September the second extension of our building was ready for use, making it possible for us to give up all of the rented rooms on O Street and the rooms in Central High School used by this school for two years. It was still necessary to use the two rented buildings at 1622 and 1626 Seventh Street, but as these buildings are just across the street from the school building, much of the inconvenience and loss of time experienced in past years because of classes and teachers moving from one building to another was eliminated. While the rented buildings on Seventh Street are very unsuitable for school purposes, and on this account the administration of the school is made more difficult, no other arrangement appears feasible pending the completion of the third extension of the building.

In this connection I wish again to complain, as I did last November, about the delay in beginning work on this extension. The appropriation became available one year ago, and it was known four months earlier that it would become available at that time, but the plans are hardly completed yet, and actual work on the construction of the building can not begin for some weeks. It is also most unfortunate that, in the judgment of the architects, the appropriation is not large enough to justify the construction of a suitable gymnasium. No modern high school should be considered complete without gymnasium facilities for all its pupils. I earnestly urge that whatever additional appropriation may be necessary to secure such facilities for the McKinley School be asked for by the board of education in its estimates for next year.

One of the most important steps taken in connection with this school during the year was the opening of a night industrial school. This was made possible through the generous offer of 18 of our teachers to give their evenings to this work, since no funds were available for starting it. The teachers were willing to do this because they were convinced that there was a strong demand for such work as our equipment made it easy to offer, and that if this demand could once be shown funds for carrying on the work could be more easily secured. The work offered included woodwork, machine-shop practice, electricity, mechanical drawing, free-hand drawing and design, art metal

work, sewing, millinery, and cooking. The school was open 41 nights from 7.30 to 9.30. Altogether 620 registered for the courses offered, but many had to remain on the waiting lists, since most of the departments could not accommodate nearly all who wished to take the work. The teachers who, at great inconvenience and self-sacrifice, and in many cases at considerable expense for car fare, gave their time to this exceedingly important work deserve the highest commendation. It is well that they are to have the satisfaction of knowing that the work thus started is to become next year a part of the regular night-school organization. Every possible effort should be made to secure a much larger appropriation in order that the demand for night industrial courses may be fully met.

The opening of a school library last September and the addition of a librarian to our force of workers have increased the efficiency of the school greatly. While the library is quite small, the books are well chosen for reference work, and our very efficient librarian, Miss Georgette Ross, through the kindly cooperation of Mr. Bowerman and his staff, drew constantly upon the public library for other books needed. It is greatly to be regretted that because of the low salary schedule for librarians we were not able to keep so capable and well-trained a librarian as Miss Ross. Better salaries should be provided for librarians. Provision ought also be made for the expenditure of a much larger sum annually for the purchase of new books and periodicals.

The provision in the last appropriation act that high-school teachers shall be placed in the salary schedule according to their years of experience gives a well-deserved increase in salary to many of the teachers in this school. Unfortunately, however, the benefits of this provision are realized exclusively by the teachers who are already paid best for their work. Teachers of manual training, drawing, domestic science, and domestic art will benefit but little, if any, though their salaries are already much below those of academic and scientific teachers. It is greatly to be deplored that there is still discrimination against this large and very important group of teachers. Of course, this school suffers from this discrimination much more than any other. I hope you will make every possible effort to secure during the coming year the placing of all high-school teachers in class 6.

Early in the year this school established a regulation to the effect that any pupil missing a week's work in a subject would be required to pass an examination on the term's work in that subject before receiving his mark for the term. This has resulted in a marked improvement in attendance. The percentage of attendance for the year 1908-9 was 95.8; for the year 1909-10 it has been 97.4. The better attendance has also reflected in the school work.

Another thing that has had a wholesome effect on class work is the "honor roll," introduced at the close of the first semester. The names of all pupils whose averages for the term are above 90 per cent are placed on the honor roll. There were 63 names on this roll for the first semester and 103 for the second. There was also a quite noticeable improvement in the work of the school as a whole, as far as this can be judged by grades.

It is worthy of note that a large number of the graduates of this year are going to higher institutions, mostly to take up engineering courses. The class consists of 51 boys and 4 girls. Of the 51 boys, 41 have expressed their intention to enter college next year. Many of these are to have the benefit of free scholarships—a much larger number than ever before. The scholarships are: One in Harvard University, one in Brown University, one in the University of Pennsylvania, one in Wesleyan University, two in Lafayette College, three in George Washington University (won in competitive examination with representatives of the other high schools, including the Kendall scholarship for highest average), one in Syracuse University, and one in Washington and Lee University.

There have been fewer interruptions to our work from building and from installing machinery than in other recent years. Altogether, the school has had a very successful year. As is shown by the statistical report, the average daily attendance has been 830—128 greater than last year.

Very respectfully,

GEO. E. MYERS,  
*Principal.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF THE ASSISTANT SUPERINTENDENT IN CHARGE OF COLORED SCHOOLS.

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SIR: I have the honor to submit my report as assistant superintendent in charge of colored schools for the school year ending June 30, 1910, together with the reports of the other officials in this group of schools.

For some purposes it is helpful to think of the various grades of our public schools as falling into three groups:<sup>1</sup> First, grades 1, 2, 3, and 4—the primary group; second, grades 5, 6, 7, and 8—the intermediate group; and third, years 1, 2, 3, and 4 of the high schools—the secondary group. The completion of the work of each of these groups of grades requires four years. Each group has a significance, of its own, a special opportunity and function, on account of the ages of its pupils and the character of its studies.

In the primary grades the age of the normal child ranges, we may say, conservatively, from 6 to 11 years; in the intermediate grades, from 10 to 15; and in the secondary, from 14 to 19. While the development of the child is a continuous process, yet it is important to remember that special characters distinguish roughly each of these three periods of development.

The proportions of pupils enrolled in the three groups of grades may be significant not only as to social conditions in the community but also, when presented for a series of years, as to the efficiency of the school system. For a careful study of the distribution of pupils, their ages should be considered in connection with their grades. Most unfortunately these age and grade statistics are not available for our local schools, so the inquirer must for the present make shift without them. But the numbers and proportions of pupils in the three groups of grades are even in the large worthy of scrutiny.

In the school system the whole enrollment in the 12 grades was, for the school year, 52,390. Almost one-third of the pupils were colored—16,699, or 32 per cent. Of the 27,413 pupils in the primary grades 10,232, or 37 per cent, were colored; of the 19,057 in the intermediate grades only 5,011, or 26 per cent, and of the 5,920 in the secondary grades only 1,456, or 25 per cent.

<sup>1</sup> From this grouping the kindergarten is omitted. It has not yet become an integral part of the series of grades. The normal school is professional.

Of the 52,390 pupils in the entire series of 12 grades, 47 per cent were boys. The proportion of boys was largest in the primary grades (51 per cent) and smallest in the secondary (43 per cent). In the primary grades 52 per cent of the white pupils and 49 per cent of the colored were boys. Boys comprised 48 per cent of the white pupils and 39 per cent of the colored in the intermediate grades. In the secondary grades 45 per cent of the white and 36 per cent of the colored pupils were boys. That is to say, in all cases (1) the proportion of boys decreases from the primary grades upward, and (2) the proportion of white boys to the total of white pupils is in each group of grades greater than that of colored, the difference in favor of white boys being exactly 9 per cent in the intermediate and in the secondary grades.

Of the 17,668 white boys in the 12 grades, 50 per cent were in the primary grades; of the 7,470 colored boys, 67 per cent were in these grades. Forty-six per cent of the 18,023 white girls were in these grades and of the 9,229 colored, 57 per cent.

Sex aside, 48 per cent of the white pupils and 61 per cent of the colored were in the first four grades of the elementary schools.

In the secondary (high school) grades were enrolled 11 per cent of the white boys and only 7 per cent of the colored, 14 per cent of the white girls and only 10 per cent of the colored, 13 per cent of all white pupils and only 9 per cent of the colored.

This hasty glance at the distribution of pupils, white and colored, male and female, in the three groups of grades—primary, intermediate, secondary—develops marked contrasts. But the contrasts should not surprise any person conversant with social and economic conditions in the community. It is a matter of wonder not that so few of the colored pupils are in the intermediate and secondary grades as compared with the white, but that, in spite of industrial and commercial disadvantages, so many of the children of the colored community have advanced to these higher grades. If the colored people of Washington have for years enjoyed ampler facilities for public education than any other large group of Negroes in America, the colored Washingtonian has availed himself of those facilities with admirable enthusiasm and persistence. Hundreds and hundreds of our families have sacrificed not enjoyment but comfort in order that the sons and the daughters might enjoy the advantages of education.

The distribution of colored students in the high-school grades will repay a more detailed examination.

To every 100 girls in the first year of our colored secondary schools there are only 66 boys. In 1906-7 in 7,624 American high schools there were 79 boys in the first year to the 100 girls. It is thus obvious that the resort of our boys to our schools is distinctly below the average.

Twenty-one per cent of our boys continue to the fourth year as against 29 per cent of our girls. The corresponding figures for American high schools in general (1906-7) are 25 per cent for boys and 31 per cent for girls.

Of the 308 boys enrolled at Armstrong, 53 per cent, and of the 414 girls, 47 per cent, were in the first year. Of the 224 boys at M Street, 41 per cent, and of the 510 girls, 37 per cent, were enrolled in the first year. The large percentages in the first year at Armstrong are partly due to the rapid growth of the school. (The average enrollment has grown from 352 in 1907-8 to 574 in 1909-10—a greater growth, in absolute numbers, in three years than M Street has made in four.) But the size of the first year classes, as compared with the others in the two schools, is in appreciable degree due to retardation and to the elimination of pupils who were unable or indisposed to persist in the high and manual training schools.

At M Street it is interesting to note that 35 per cent of the boys who enter, and the same proportion of the girls, continue to the fourth year—a situation reflecting, one may say, great credit upon the M Street High School boys. At Armstrong 15 per cent of the boys and 22 per cent of the girls continue to the fourth year. The percentage of entering boys who continue to the fourth year is more than twice as great at M Street as at Armstrong. Of the entering girls the proportion at M Street who continue to the fourth year is 13 per cent greater than that at Armstrong. In this vital matter of persistence through the high-school course M Street is seen at a substantial advantage, whatever the angle of inspection.

Any quasi-vocational institution—if I dare use the adjective—is sure to lose an appreciable proportion of its pupils before graduation on account of inducements to work at relatively high wages as apprentices in various trades and industries.

M Street's enrollment is now 734 of whom 510 or 69 per cent are girls; Armstrong's enrollment is now 722 of whom 414 or 57 per cent are girls. This situation is highly significant. Our high and manual training schools do not offer such efficient attraction to our boys as to our girls. The vocational motive accounts for the larger number and proportion of boys at Armstrong.

Colored girls are attracted to the high school largely because it opens the door of the normal school; with the professional training of the normal school they may readily find employment as teachers, if not in Washington where the supply greatly exceeds the demand, then in the cities and towns and rural districts of nearby States.

The boy is seldom attracted to teaching a primary grade; the liberal professions in this community—medicine, law, the church—are overcrowded and in any event require special powers and a prolonged and expensive preparation. To other opportunities for making a livelihood the secondary grades—except in quasi-vocational training

at Armstrong—do not clearly lead. Moreover, the boy's labor will yield a larger and earlier return than the girl's; the girl will be sent to the high school and the boy to work.

Two propositions at least are clear: (1) If our high and manual training schools fail to offer their girls an appropriate education and training for their lives as women, these schools will signally fail to meet the needs of nearly two-thirds of their enrollment. (2) The way to increase the number and the proportion of boys in our high schools is by an enlargement and diversification of the vocational opportunities of the schools.

As the years pass the proportions of pupils persisting to the higher grades steadily increase, this upward movement more than keeping pace—and that is saying a great deal—with the social progress of the Negro community. There is, of course, room for improvement. The school authorities must diversify the course of study to meet more adequately the interests and aptitudes of differing children and the needs of the whole community. And parents, preachers, and good citizens, all in their several spheres and to the limit of their opportunities, must do what they can to get the children into school, to keep them there as long as possible, to secure their advance by paths appropriate to their powers until each child has made the most of his educational rights and privileges. From the high schools come the leaders of the people.

*Per cent distribution of pupils in the three groups of grades—primary, intermediate, and secondary—in the public schools of the District of Columbia, based upon the whole enrollment for the school year ending June 30, 1910.*

	Primary.	Inter- mediate.	Secondary.	Total.
Per cent colored of aggregate:				
Pupils.....	37	26	25	32
Boys.....	35	22	21	30
Girls.....	39	30	27	34
Per cent boys of total pupils.....	51	46	43	47
Per cent white boys of total white pupils.....	52	48	45	49
Per cent colored boys of total colored pupils.....	49	39	36	43
Per cent of aggregate pupils in each group of grades:				
White.....	48	39	13	100
Colored.....	61	30	9	100
Per cent of aggregate boys in each group of grades:				
White.....	50	39	11	100
Colored.....	67	26	7	100
Per cent of aggregate girls in each group of grades:				
White.....	46	40	14	100
Colored.....	37	33	10	100

In the elementary schools at present manual training is offered to boys and girls as follows:

Sewing to girls in grades 3 to 6, inclusive.

Cooking to girls in grades 7 to 8, inclusive.

Woodworking to boys in grades 5 to 6 so far as there are instructors—and there are never enough for all and seldom enough for most of the classes—and regularly to boys in grades 7 to 8.

Is such an arrangement satisfactory for girls? I should say emphatically, "No." Why should the teaching of sewing stop in grade 6 before its most important practical applications to garment making can be made? Why should the 1,200 girls in our seventh and eighth grades be thus encouraged to lose their proficiency in sewing through disuse? I am distinctly in favor of extending the teaching of sewing through the seventh and eighth grades.

And why should cooking be taught only in the seventh and eighth grades? Very many girls drop out of school before reaching the seventh grade and for such our schools offer no training in cooking. Below the seventh grade there are many hundreds of girls 12 years of age and over. Every 12-year-old girl should be taught cooking, for the girl is the home maker; and whatever her ultimate educational or social destination, every girl should certainly be taught the arts of the household. In a word, I would have cooking taught in the sixth grade regularly and I would have it taught to all girls at least 12 years of age below that grade.

As to the boys, there appears every warrant for insisting that woodworking be taught regularly in the fifth and sixth grades and that it be taught all boys 12 years of age and over below the fifth grade. When it is notorious that in our lower grades there are many hundreds of over-age boys who would rejoice in the opportunities of shopwork, whose continuance in school would thus be encouraged; and other hundreds whose mechanical aptitudes would be discovered and developed by woodworking—when this condition of affairs is known to exist, is it not indeed ludicrous to teach woodworking only "semi-occasionally" in the fifth and sixth grades and not at all to over-age boys below those grades?

While these recommendations would somewhat increase the per capita cost of our elementary education, who would grudge the money to such a purpose?

Now, the technique of the teaching of sewing, for example, is certainly not so difficult in grades 3 and 4 and, perhaps, 5 that the regular classroom teacher could not be trained in the service under appropriate supervision to do the work with reasonable efficiency. Indeed, the classroom teacher enjoys distinct advantages, particularly in these lower grades, over the special itinerant teacher who must remain to the pupils of any particular class essentially an outsider.

Let me add that our normal school should undoubtedly train students in the regular course—that is, those destined to teach in the grades—to teach sewing, physical training, music, and drawing.

As indicated in my report for 1907-8, in the larger buildings these subjects might be departmentalized. I repeat now what I said then:

Such economies as I have indicated would, of course, be attained gradually by not filling vacancies or appointing additional teachers in the special departments and,

perhaps, by assigning qualified teachers now in the departments to the regular staff of the elementary schools.

Both as a matter of economy and as a matter of educational efficiency the departmental plan is worthy of most careful consideration.

In a word, the cost of the suggested extensions of sewing and cooking and woodworking might be partly offset by gradually equipping our classroom teachers to give instruction in sewing, drawing, physical culture and music under the supervision of a small staff of experts.

The teaching of "domestic art," as the organic school law calls sewing, and of "domestic science," as it styles cooking, are so intimately correlated in fact that the supervision of the two should be unified in one department of household arts. As a matter of fact, there are certain things that should be taught to every girl as, for example, house cleaning; but, in strict logic, who shall say that it should be taught by the teachers of "domestic science" or by those of "domestic art"? Thus, it is that some essential phases of the household arts go untaught. I am for doing away with this "twilight zone." I would gather together into a department of household arts all those matters essential to the conduct of the household.

Similarly, I urge the consolidation of the departments of manual training and drawing in the elementary schools in one department. Drawing is the grammar of the arts. The mechanic arts look to the department of drawing for the principles of design and their application. There is no good reason why drawing and manual training should not constitute one instead of two departments.

The consolidation of four departments into two, as here recommended, would be an economy of money as well as an increase in educational efficiency.

In my report for 1908-9 I said:

Shall Armstrong Manual Training School be transformed not merely in name, but in deed and in truth, into a technical high school? The problem deserves the most careful consideration. Personally, I recommend the change.

The transformation of Armstrong into a vocational (or technical) high school has begun and is sure to continue.

In my report for 1907-8 I recommended:

That, in the day schools as well as in the night, adequate provision be made for teaching trades and industries, selected in accordance with the industrial needs and opportunities of our colored community to youths 14 years of age and over who would else fall into the ranks of unskilled labor.

In making this recommendation I had in mind a great central building costing together with its site, about \$250,000. I have seen no reason to alter my conviction that one central plant for vocational training of elementary grade is the wisest arrangement. Perhaps, the best way to realize this plan practically is to demonstrate on a small scale the latent demand for vocational training of this type.

And so I now suggest that the manual training center to be erected adjacent to the Cardozo Building, together with as much as may be necessary of the Cardozo Building, be organized and equipped as a vocational school as soon as practicable.

At the outset two-year courses for young men and women over 14 years of age who have completed at least the fifth grade of the elementary schools (or its equivalent) should be offered.

In justification of the age limit which I have recommended I would cite a memorable paragraph in the first report of the Massachusetts Commission on Industrial Education:

Boys are not wanted in most of the skilled industries until they are 16 years of age. The total result is a great number of boys and girls from 14 to 16 years of age, most of whom are at work in various kinds of juvenile occupations, in which they learn no trade, are subject to little if any beneficial general education, and often to much harmful education from shifting experience and environment. Large numbers of these children would be in school if the school promised preparation for some life pursuit. These years are of little economic value to such children, and there is little increase in the economic value of most of them as time goes on. Hence, these are at present wasted years—lost to the children because of the lack of economic growth, and to the industries because the children are not fitted to satisfy the demands for trained workers by the time they are old enough to be employed in the trades.

These years and subsequent years are, however, valuable for industrial education.

To place the age limits lower than I have recommended would make genuine vocational training impossible; to place these limits higher, particularly that of grade, would close the school to the very students who most need its opportunities.

Our vocational school would serve to abbreviate the long apprenticeship by supplying the requisite theoretical insight as rapidly as the student can assimilate it, by offering a moderate amount of that abundant practice essential to manipulative skill, by arousing a genuine interest in the trade as a life-career. In 1776 Adam Smith wrote in *The Wealth of Nations* (Bk. 1, ch. 10 pt. 2):

Long apprenticeships are altogether unnecessary. The arts, which are much superior to common trades, such as those of making clocks and watches, contain no such mystery as to require a long course of instruction. The first invention of such beautiful machines, indeed, and even that of some of the instruments employed in making them, must, no doubt, have been the work of deep thought and long time, and may justly be considered as among the happiest efforts of human ingenuity. But when both have been fairly invented and are well understood, to explain to any young man, in the completest manner, how to apply the instruments and how to construct the machines, can not well require more than the lessons of a few weeks; perhaps those of a few days might be sufficient. In the common mechanic trades, those of a few days might certainly be sufficient. The dexterity of hand, indeed, even in common trade, can not be acquired without much practice and experience.

Our vocational school will not expect, then, to turn out journeymen but it may reasonably expect to abbreviate the period of apprenticeship considerably. Graduates should be prepared for immediate

entrance as apprentices upon the work of earning a livelihood in a skilled occupation.

The trades and industries should be chosen with reference to the actual opportunities of graduates of this school for employment in the District of Columbia. Only the really indispensable literary and scientific studies should find a place; and those should not occupy more than half of each day's time schedule.

It would be wisely possible to open the vocational school in September, 1911, with some of the following trades and industries:

Carpentry.	Upholstering.
Tinning.	Millinery.
Shoe repairing.	Sign painting.
Electrical work.	Blacksmithing.
Paper hanging.	Automobile operation and repair.
House painting.	Tailoring.
Bricklaying.	Plain sewing and dressmaking.
Plastering.	Cookery and household management.
Plumbing.	

Most of the courses suggested do not require expensive equipment. It were far better, however, to open the vocational school in September, 1911, with (1) carpentry, (2) plain sewing and dressmaking, and (3) cooking and household management—these three sincerely and competently taught—than either to begin with a dozen vocations neatly elaborated on paper but shabbily taught in fact or to postpone the start.

From the outset our school should be open for evening work, this being in many respects as important as the day work.

The selection and securing of proper teachers for the vocational school is surely the most important and the most difficult task. No teacher should be appointed to shop or classroom who is not sincerely devoted to the special purposes of the school. The shop teachers should be chosen because of their skill in the several trades and industries and because of their efficiency as teachers; so far as may be, each should be familiar with the actual current local practice, the history and the scientific basis of his trade.

Possibly a special congressional appropriation for the equipment and operation of the plant and for teachers' salaries could be incorporated in the appropriation bill for 1912, to be immediately available.

In the words of my annual report for 1907-8 in reference to a great central vocational school:

I would constrain no child, however humble his parentage and apparent opportunities, to enter this institution, for that would violate the spirit of American democracy; I would simply throw open the doors to all children above a certain age, confident that many who now drop out of the grades would gladly embrace its opportunities, and that many who doggedly persist, despite grave discouragements, in the present all too abstract and literary curriculum would find here an atmosphere and opportunity for which their interests and aptitudes now crave in vain. The problem would not be "to drum up" an enrollment but to keep it within bounds.

I would not have the boys and girls who attend this school trained as mere instruments of production. On the contrary, industrial intelligence must accompany manipulative skill and I would consider the central purpose of the school unfulfilled if the students were not developed into aspiring men and women and responsible citizens. The vocational motive should be utilized (as Supt. Kerschensteiner's continuation schools in Munich have so admirably demonstrated it may be) as a basis for developing broad and wholesome social and civic interests.

Our public night schools have made a modest beginning of vocational training not only in some women's industries but also in carpentry, stationary engineering, electric wiring and installation, etc., for men; why can't the day schools go as far as the night? The day schools now provide vocational training for teachers, for bookkeepers, for stenographers; why not for brickmasons?

Burdened as our building principals are with full classroom work, with many clerical duties, and with the executive control of their buildings, it is surely no wonder that with the best intentions in the world they have found themselves unable to give time and attention to educational supervision. And yet it is precisely the building principal who under proper conditions could exert the most potent and helpful influence upon the classroom teaching of the building. However, taking things as they are, several of our building principals have found it possible to inspire the professional life and work of their teachers. With a view to encouraging other principals to do likewise, I promoted the organization of building principals for the serious study and systematic discussion of educational problems.

The idea was that the principals would enrich their professional consciousness, would have their spirit of initiative aroused, would be disposed to enter a little more actively into the educational supervision of their buildings. Moreover, it was felt that the school administration might benefit by the research and judgment of the group of principals. Propositions upon which the administration would be called to act in the near future were considered exhaustively by the principals and the results were made available to the central administration.

Then, too, the meetings give the school officials excellent opportunities for winning the principal over to the cordial support of administrative measures which at first might appear to be needless innovations. For a perfunctory obedience to cold-blooded instructions is substituted an enthusiastic, because enlightened, cooperation which tends to spread among the ranks of the school corps.

Each member of each committee was assigned a particular phase of the subject assigned; he investigated and summarized not only the literature of the topic but the practice of the more progressive city

school systems. Thus, a systematic effort was made by our building principals as a whole to keep abreast of current theory and practice in matters of present professional interest.

A news item in the *Sunday Star* (January 9, 1910) describes the character and scope of these meetings:

The principals in the elementary schools for colored children have recently organized themselves into committees for the detailed and systematic investigation of school problems. The idea is to utilize the experience and judgment of teachers for the discussion and formulation of plans and policies.

Each committee, consisting of a chairman and two members, is responsible for the investigation of the topic or problem assigned and is authorized to appoint one or more subcommittees of classroom teachers to cooperate with the main committee in various phases of the investigation.

The subjects chosen for investigation by the committees are all of current interest and importance, subjects upon which the school administration may be called to act in the future.

Every principal serves upon one committee and only one. The committee upon which each principal serves has been chosen as closely as possible in accordance with the individual's wishes.

The subjects for investigation are: School savings bank, pupil self-government, home and school, the over-age child, economy of time and effort in teaching and management, the clever child, separate classes for boys and girls, bridging the gap between elementary and high schools, revision of syllabi and courses of study, the school lunch, the retirement of teachers, the dull child, vocational training, and practical results of child recent study.

The committees have gone to work and are engaged in looking up references upon their subjects in the Congressional and Carnegie Libraries, and at the United States Bureau of Education. Others are in correspondence with officers in the more important school systems throughout the country, in order to find out what other cities are doing.

The four supervising principals in the colored elementary schools and the assistant superintendent of schools stand in readiness to confer with the committees whenever called upon. In order to fully equip himself each of these officers is making a special study of his share of the fourteen subjects for the investigation of which committees have been formed.

The chairman of the meeting of all the principals is Asst. Supt. Bruce. The other officers will be present at the meeting of the whole group of principals and participate freely in the discussion, so that the members of the several committees may have the benefit of the views of their officers. But each committee is absolutely free to submit to the body of principals its own recommendations, unhampered by the advice or suggestion of anybody.

It is believed that such organized investigations on the part of the building principals of the schools in the city of Washington will awaken and sustain a spirit of enterprise that will tend toward steady progress.

To enhance the efficiency of classroom teaching is the function of educational supervision. Every measure, from the selection of a textbook to the direct criticism of an inappropriate memoriter exercise, tends to increase the efficiency of the teaching. There is an important distinction, however, between the two cases cited for illustration.

The criticism of a specific exercise is possible only when the supervisor has been personally present during the exercise; the helpfulness

of the criticism is dependent upon the justness of his observation, the soundness of his judgment, the sympathy and tact with which it is conveyed. Certainly such direct supervision as may secure to all the teachers of the corps such practical help in the actual business of teaching is vital to the conduct of every school system.

But how far does the organization of our local schools provide for such supervision? Most inadequately.

Each building has a principal; each principal teaches a class of standard size every day and all day, in addition to a multitude of clerical and disciplinary responsibilities. Such a principal is no principal at all except in those extraordinary cases where sheer genius triumphs over these most formidable obstacles; for it is practically impossible under such conditions to devote any appreciable amount of time and energy to educational supervision.

On the other hand, each of our supervising principals has charge of 10 or more scattered buildings, 100 or more teachers, and 3,000 pupils. Actual experience shows conclusively that the supervising principal is bound to expend his energies in the execution of administrative detail, such as the transfer of pupils, the equalization of class enrollments, the classification of statistical data, etc. He visits schools and classes, to be sure, but he must do it at double-quick time. His statistical record of visits may, indeed, attain imposing dimensions. But the value of a sum depends upon the values of its components; a two-minute visit may have a value for courtesy but seldom for serious educational supervision. I would not be misunderstood; our supervising principals are capable and devoted, but under present conditions they can not supply that personal help in the way of practical criticism and suggestion arising out of careful personal study of each teacher's procedure which is so much needed.

To secure the close personal supervision of the teaching process which is requisite, I earnestly recommend that the proper authorities make every effort to have incorporated in the next appropriation bill provisions whereby principals of buildings with 10 to 19 teachers shall be given one-half of each day for supervision and with 20 or more teachers the whole of each day for this vital purpose.

The reasonableness of this recommendation is absolutely sustained by the following table:

*Number of teachers to one supervising officer in American cities of 300,000 population and over (1910).*

Detroit, San Francisco, Cincinnati, and New Orleans.....	10-14
New York, Philadelphia, St. Louis, Cleveland, Buffalo, Milwaukee, Los Angeles, and Minneapolis.....	15-19
Chicago and Newark.....	20-24
Boston and Pittsburgh.....	25-29
Baltimore.....	30-34
Washington.....	35-39

The Capital of the nation is thus seen to enjoy the unenviable distinction of being not near but at the foot of the list with 39 teachers to 1 supervising officer.

And finally I would express my appreciation of the courtesy, the ability, the devotion to duty shown by the officers and teachers of the schools under my supervision. To you, my dear Mr. Stuart, I am indebted for "sagacious advice and magnanimous direction and unfaltering support." To the members of the board of education, and in particular to Presidents Cox and Oyster, I am grateful for many courtesies and kindnesses.

Very respectfully,

ROSCOE C. BRUCE,  
*Assistant Superintendent.*

MR. A. T. STUART,  
*Superintendent of Schools.*

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#### REPORT OF SUPERVISING PRINCIPAL, TENTH DIVISION.

SIR: I have the honor herewith to submit my annual report of work done in the tenth division for the year ending June 20, 1910.

During this as in the previous year the teachers have held regular monthly meetings by grades to plan and discuss the work for the coming month. In this way not only has the work done been nearly uniform, but valuable suggestions were given as to how the work might be done successfully. These meetings were held the last week in the month. Each grade was assigned to a particular room in the Sumner School and the work of planning and discussing proceeded. Each grade circle elected a president and a secretary. The secretary was required to keep the minutes of the meetings and furnish the supervisor with a copy of the same. I want to commend most heartily these meetings. The benefit to the teachers has been incalculable.

Before proceeding further in the consideration of the report on the subjects of the course of study, I desire to call your attention to the great amount of work placed upon the supervisor that prevents him from doing legitimate work in the schoolroom. The rules of the board of education provide that the supervising principal shall be relieved as far as possible of purely clerical duties, yet the purely clerical duties of this office have grown to such proportions that I have been obliged to employ a clerk and pay for her services out of my own pocket. This condition is much to be deplored when it is remembered that the higher duties of this office have to be very much slighted and, further, when it is remembered that the schools are robbed of his valuable assistance as an educator.

#### LITERATURE.

In order to arouse in the child a taste for the best literature, "traveling libraries" are provided for the grades 3 to 8, inclusive. The value of these libraries is incalculable. It has been observed by the high-school teachers that the pupils coming from the grades have shown each year an increased appreciation of the best literature.

In this connection I wish to emphasize the value of reading the myths. The reading books used in the grades are rich in the large number of fables they contain. Especially is this true of the fifth and sixth grades. Their cultural value is so clearly stated by Mr. McMurry in his Special Method of Reading English Classics that I take the liberty of quoting him:

"They have sprung directly out of the people's life, they are race products, worked over from age to age by poetic spirits, and finally gathered into enduring form by a Homer, Virgil, or Spencer.

"They are the best descriptions we have of the customs, ideas, dress, the homes, habits, and motives of the ancestral races.

"In these myths we find those commanding characters which typify the strength and virtues of the race, as Achilles, Ulysses, Siegfried, Penelope, Thor, Apollo, Theseus, Hiawatha, Orpheus, Diana, Vulcan, Prometheus, and the Muses."

I have observed that children read with delight these stories, and therein lies their great educational value.

I do not wish, however, to be understood as advocating this class of reading matter to the exclusion of all others; but the fact that the reading of them puts the child in a reading spirit will arouse in him a desire to read other gems of literature. It is to be regretted that so many of our boys and girls are reading so much that is not calculated to arouse in them high ideals. Since this class of reading (myths) will put them in the right mood for reading good books, by all means emphasize it.

#### SPELLING.

Probably there is no subject taught in our schools from which such meager results are obtained as spelling. There is, doubtless, no subject more difficult to teach. Its difficulty is due to a large number of words which seem to follow some of the laws of reason yet do not form a perfect system. On the other hand, there are a great number of words that seem to defy all law and order and produce only confusion.

In January I gave a test in formal spelling to the grammar grades 5 A to 5 B. The results were disappointing. As a result of this test I succeeded in convincing the teachers that more drill was needed if the children were to become reasonably good spellers. In April I gave another test and obtained much better results. The poor results of the first test did not indicate that the teachers had slighted the subject (for as a matter of fact they had given lists of words each day), but rather showed that drill was the needed thing. Indeed, I am convinced that spelling is dependent upon memory. In discussing with the teachers the value of memory in obtaining good results in spelling I endeavored to show that they must take advantage of the different kinds of memory and classify, as far as possible, the different words so that they would fall into one or more of the following classes of memory:

I. The memory of a word as we recall its written form.

II. The memory of a word according to its sound.

Finally, good spelling will be obtained when the act of reproducing a word either orally or written can be performed without having to give attention to the component parts of the word; in other words, when it becomes automatic.

#### ARITHMETIC.

In a former report on this subject I endeavored to show the necessity of drill in number work. In multiplication it is found that children are more accurate than in addition and subtraction, due no doubt to the fact that the child does not go back to the objective method to possess himself of the number facts in the former as in the latter, also more drill in abstract number is given in multiplication than in either addition or subtraction. This should be remedied. A pupil should be just as accurate and rapid in one as in the other. In order that children should be both accurate and rapid in number calculation, daily practice in the fundamental operations is imperative.

Problem work receives a proper amount of attention and it is gratifying to note that the pupils are growing in their ability to see and express relations.

#### DISCIPLINE.

The discipline is good. Under the guidance of the skilled teacher with her power to gain and fix attention, to arouse and sustain interest, to inspire the child with the desire to gain knowledge, the matter of formal discipline regulates itself. It is not

intended to convey the idea that the discipline is ideal, for there are some weak spots. But the general tone of the schools is good.

#### TEACHERS.

The faithful body of men and women comprising the corps in this division are to be commended for their loyalty, earnestness, and faithfulness in the performance of their duty.

The splendid results obtained in our public schools are due almost entirely to this body of consecrated men and women, and I take this opportunity to express my appreciation of their splendid efforts.

The wear and tear upon the vital energies of teachers who have given 30 years and over to the profession is rendering our older teachers more and more unable to bear "the heat and burden of the day" and argues strongly for a retirement bill.

In conclusion, allow me to express my appreciation to you for courtesies extended and advice given.

Very respectfully,

J. C. NALLE,

*Supervising Principal, Tenth Division.*

Mr. R. C. BRUCE,

*Assistant Superintendent of Schools.*

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#### REPORT OF SUPERVISING PRINCIPAL, ELEVENTH DIVISION.

SIR: I have the honor to submit the following report of the schools in the eleventh division for the year 1909-10.

(1) *Increased enrollment.*—October 30, 1908, 3,644; October 30, 1909, 3,900.

(2) *Overage pupils.*—The difficulty, especially in the primary grades, in teaching children above the normal age in the same class with those much younger confronted us last year, but at that time we were not able to remedy it. This year, when the congested condition in the 1 A classes, Lucretia Mott School, demanded the opening of a new classroom, we selected children whose ages ranged from 8 to 12 years, inclusive, and October 13, 1909, opened a new 1 A in the old Mott School for the overage children. Because of conditions we were compelled to include in this number some children 7 years of age. During the year two children from this class were promoted to the next grade, and the new teachers report they were able to go on with the work. A third child at the close of the year is recommended by the teacher for 2 B instead of 2 A. Thus in this class three children have gained a term in the regular course. While results have in no way reached our anticipations, belief in the need of such schools has been strengthened, and from the experience gained better work will follow next year.

(3) *Retarded pupils.*—During the opening week of school, teachers in grades 1 to 8, inclusive, were called in conference upon children remaining more than two terms in a grade. They were asked to study such cases carefully for six weeks and at the end of that time to report upon the memoranda given them. The reports were most interesting. They showed that in the division there were over 60 children who had been three, four, and a few five terms in the same grade. The data showed the probable causes of retardation, the teachers who had had these children, etc. The progress of these pupils was noted in February at the semiannual promotion and again in June. A detailed report will be made of them later as the result of a year's study.

(4) *Conferences.*—Conferences in grades 5 to 8, inclusive, have been held monthly throughout the year. In October the subject was "The daily program." In advance, teachers were given by the supervising principal chapters in various books on school management as helpful in the discussion. Other subjects discussed in these conferences were arithmetic, composition, and physics. The teachers were asked to send in the particular topic in arithmetic in the teaching of which they felt they were

weakest. These topics were assigned teachers who gave their method of presentation. This was followed in each case by a short discussion.

Mr. Arthur Newman, head of the department of physics in the Armstrong Manual Training School, gave us most valuable assistance in the teaching of physics. He demonstrated in the classroom before teachers of grades 6 to 8, inclusive, how this subject can be taught with simple apparatus. We feel very grateful to him for his services.

(5) *Tests*.—In January the supervising principal personally gave tests in arithmetic in all grades from 5 to 8, inclusive. She had two aims in giving the questions: (1) How had certain topics been taught; (2) what power of concentration did the class possess. The questions were all marked and at the January conference each teacher was given the standing and name of the class that stood highest, the standing of the lowest class, and her own standing, that she might draw comparisons. The unanimous opinion was that the children were very, very weak in the power of concentration and in the ability to do work without the use of pencil and paper. Suggestions were given by the supervisor as a means of help along these lines.

In April, composition was required in all grades from 5 to 8, inclusive. The subject was left to the teacher, but she was requested to send the first writing of the pupils. She was to state the number enrolled, the number present, the entire time taken in the preparation of the subject, and her estimate of the result as to form and content. These compositions are now in the office, and after inspection by the supervising principal will be returned to the teachers with suggestions.

(6) *Civic needs*.—The connection of education with civic needs was shown (1) in the very bountiful supply of provisions donated Thanksgiving to the Home for Friendless Girls; (2) in the hearty response on the part of teachers and pupils to purchase the "George Washington Buttons." The contribution from the division was \$113.50.

At this time 14 teachers purchased gold buttons, \$1 each; (3) in the response to aid the social settlement work among our people in South Washington. The contribution from the division for this need was \$35.82; (4) in expressing sympathy for the playground movement. The contribution from the division for this worthy object was \$143.32.

(7) *Graduation*.—It is gratifying to report that June 22, 148 pupils were graduated from the eighth grade and recommended for promotion to the high schools. This year marks the first of such occasions, beneficial results of which will follow. Two boys, as representatives of each 7 B grade in the division, were selected to act as ushers at these exercises. The good news which they carry back to their respective classrooms (we hope) will induce a greater number of boys and girls to remain in school and finish the course presented for the elementary schools.

(8) *Harmony*.—In the division there has been nothing throughout the year to disturb the harmony, which is absolutely necessary if the best good of the child is to be attained.

Total number of visits in the classrooms for the year, 960.

Very respectfully,

M. P. SHADD,

*Supervising Principal, Eleventh Division.*

Mr. R. C. BRUCE,

*Assistant Superintendent of Schools.*

## REPORT OF SUPERVISING PRINCIPAL, TWELFTH DIVISION.

SIR: I have the honor to submit herewith my second annual report as supervising principal of the twelfth division.

In preceding reports considerable space was allotted to the consideration and discussion of the work under various aspects, especial emphasis being placed upon the

subjects taught. To obviate repetition of topics, it has seemed good to offer a somewhat different treatment. I shall therefore set forth the condition of the division by means of statistics.

#### THE DEATH OF MISS PARKER.

With unfeigned regret the supervising principal records the death of Miss Lillian Parker, who, although just beginning her career as teacher here, had given promise of great success. Her death was sudden, in the far West, where filial love and duty had called her. Her death was a personal loss and sorrow to her associates, who had learned to love her for a sweet, sunny spirit.

I herewith hand you reports of the ungraded classes, that you may gain at first hand their views.

For support and encouragement manifested by the board of education, Supt. A. T. Stuart, and yourself, on behalf of the teachers and myself, due and full appreciation is acknowledged.

#### STATISTICS.

##### SCHOOL BUILDINGS OWNED.

School buildings.....	11
Classrooms.....	68
Sittings.....	3,451

##### SCHOOL BUILDINGS RENTED.

To relieve Elijah P. Lovejoy:

Israel Baptist Church, Eleventh Street between G and F NE.  
1129 G Street NE.

To relieve Deanwood:

4727 Sheriff Road NE.

##### PORTABLE BUILDINGS.

To relieve Elijah P. Lovejoy.....	1
To relieve Ivy City.....	1

##### UNGRADED CLASSES LOCATION.

For defective pupils:

St. Luke's Parish Hall, Fifteenth and Church Streets NW.

Old Lucretia Mott School, Sixth and Trumbull Streets NW.

Francis L. Cardozo School, I between Half and First Streets SW.

Abraham Lincoln School, Second and C Streets SE.

John M. Langston School, P Street between North Capitol and First Streets NW.

For incorrigible pupils:

Old Lucretia Mott School, Sixth and Trumbull Streets NW.

Thaddeus Stevens School, Twenty-first between K and L Streets NW.

Eliza G. Randall School, First and I Streets SW.

#### TEACHERS.

Number of teachers (intermediate grades).....	25
Males, 6; females, 19.	
Number of teachers (primary grades).....	57
Males, 10; females, 47.	
Number of teachers (kindergarten).....	8
Number of teachers (defective classes).....	5
Males, 0; females, 5.	
Number of teachers (incorrigible classes).....	3
Males, 3; females, 0.	
Whole number of teachers.....	98
Males, 19; females, 79.	

## GRADES.

Eighth.....	5
Seventh.....	6
Sixth.....	6
Fifth.....	8
Fourth.....	12
Third.....	13
Second.....	16
First.....	16
Kindergarten.....	4
Classes (graded).....	86
Classes (ungraded).....	8
Whole number of classes.....	94

## MODEL CLASSES.

First grade.....	1
Second grade.....	1

## JANITORS AND CARETAKERS.

Janitors.....	11
Caretakers.....	6

## CARPENTER SHOPS IN THE DIVISION.

Deanwood (for pupils from Deanwood and Smothers).....	1
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## KITCHEN IN DIVISION.

Deanwood (for pupils from Deanwood and Smothers).....	1
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## MANUAL TRAINING CLASSES.

(Accommodated outside of the division.)

Lincoln carpenter shop, classes from Lovejoy, Logan, Payne, Ivy City.  
Cook Carpenter shop, classes from Banneker, Douglass, Jones.  
Lincoln kitchen, classes from Lovejoy, Logan, Ivy City.  
Cook kitchen, classes from Banneker, Jones.  
Lincoln sewing room, classes from Lovejoy, Logan, Payne, Ivy City.  
Old Lucretia Mott sewing room, classes from Banneker, Douglass, Jones.

## ENROLLMENT AND ATTENDANCE.

Enrollment for year.....	3,513
Average number of pupils belonging.....	3,010
Average number in daily attendance.....	2,869
Number of cases of tardiness.....	2,262
Number of pupils enrolled in kindergarten.....	177
Average number of pupils enrolled in kindergarten.....	132
Number of cases of tardiness in the kindergarten.....	72
Average number in daily attendance in the kindergarten.....	122
Average per cent in daily attendance in the division.....	94.4
Visits of supervising principal.....	1,510

Very respectfully,

W. S. MONTGOMERY,

*Supervising Principal, Twelfth Division.*

Mr. R. C. BRUCE,

*Assistant Superintendent of Schools.*

**REPORT OF SUPERVISING PRINCIPAL, THIRTEENTH DIVISION.**

SIR: I have the honor to submit a report of the work in the schools under my supervision for the year 1909-10.

I am glad to report that the work was done in a very satisfactory manner. No radical changes were attempted, except possibly the introduction of the departmental system of teaching at Lincoln School, which I will discuss later on in this report.

Being surrounded by a willing and cheerful corps of teachers, I found it a very pleasant duty to bring to its attention important questions for the advancement of the work. The conscientious manner in which the teachers discharged their duties was at all times very gratifying. Wherever cases of apparent weaknesses existed much care and special supervision were given.

In my report for November, 1909, I made mention of the manner of conducting meetings for professional growth. The success of these meetings has convinced me of their value, provided a systematic program is followed. Furthermore, these meetings afforded an excellent opportunity for the discussion of educational policies, the success of which depended greatly on the harmony and cooperation of the teaching body.

It is the opinion among the teachers that general efficiency must be sacrificed if they are to complete the curriculum as now prescribed. Frequent discussions always led to this conclusion, and consequently I feel that the matter deserves some consideration.

It is my opinion that, with the teacher who tries to make a storehouse of the child's mind, this condition is rather serious. But if the subjects are used, as intended, for the development of an independent moral being, strong because of his own ability to see, reason, and judge correctly, we should have little concern.

The great hue and cry is for social efficiency, therefore the individual must be considered. This view perhaps throws the burden of selection upon the teacher in the early stages, but later, if properly taught, the pupil selects for himself and is only guided by the teacher. Now, one can readily see that this naturally requires the skillful teacher, who is at liberty to select from an overcrowded curriculum the things necessary for this development. This greatly increases the responsibility of the teacher, and should not be. I think less should be required.

Acting upon a suggestion from you I have interested the principals and teachers of this division in using every means possible for keeping children in school whose environment is such that they desire to stop school as soon as they reach the age limit. In cases where it is necessary for pupils to stop school in order to help to support the family, a record is kept and every effort made to induce the child to attend the night schools.

We are endeavoring to perfect a plan to keep a record of all children who leave school for whatever reason so that we may be better able to classify the losses from year to year.

I am glad to report that every advantage was taken of the efforts by the officials of the public library to place at the disposal of the children suitable books for each grade. It is needless to say that in this division we feel ourselves under many obligations for this cooperation in the work.

Each principal was instructed to hold public meetings at least once every three months. I instructed them that the purpose of these meetings should be to form a closer relationship with the parents and friends, rather than to provide an evening of amusement.

The following is the plan of the organization of the departmental system of instruction as introduced at the Lincoln School in grades from the fifth to eighth, inclusive.

## ASSIGNMENT OF TEACHERS.

*Grammar*.—Miss Emma Patterson, fifth grade teacher.

*Geography, penmanship, and word analysis*.—Miss Mary E. Smith, sixth grade teacher.

*Arithmetic*.—A. K. Savoy, seventh grade teacher.

*History*.—A. O. Stafford, eighth grade teacher.

## ORGANIZATION.

All of the departmental teaching during the first three months was done before the noon recess, thus permitting each teacher to remain in his or her own classroom during the entire afternoon.

The recitation periods were 40 minutes each, but later it was found necessary to extend some to 50 and shorten others to 30 minutes. This change carried some of the work over into the afternoon session of the school.

The pupils remained in their individual classrooms for recitation work. Teachers were notified when the periods were over and the time to move to the next classroom by the ringing of bells operated by the principal.

There was in each room a seating program of the pupils which enabled the visiting departmental teachers to recognize the pupils with ease both by sight and by name. There was left on the desk of the classroom teacher each morning a list of the absent pupils for that day.

At the close of the month each teacher gave the classroom teacher the standing of the pupils in his or her departmental subject.

In order that a better idea may be obtained of the work done and its results, I take the liberty to submit the comments of the principal and teachers so engaged:

Miss EMMA PATTERSON, teacher of 5th grade: "In my own school the personality of the different teachers had, I think, upon the pupils a decided effect for good, stimulating to greater exertion and awakening a stronger desire to learn. The effect upon the general order of the room has been good, as it is an exercise in self-control, as pupils feel themselves personally responsible for behavior during the time of changing teachers.

"As to my special work I can plainly see the educational advantage of a teacher being able to see the work in one subject as a unit. Knowing what has been accomplished in preceding grades she can the better take up and round off the work of the next grade."

Miss MARY E. SMITH, teacher of 6th grade: "From my observation it seems that the visits of different teachers to my room have had no adverse effect upon the progress of the children. Their visits acquainted them with various forms of teaching, and after they became acquainted with them their progress seemed regular and satisfactory."

A. K. SAVOY, teacher of seventh grade, arithmetic: "My observations may be stated as follows: (1) Effect of visiting teachers on class, (a) increased activity, (b) weariness lessened, (c) increased responsibility. (2) Effect on classes visited, (a) eagerness to accomplish and to please."

A. O. STAFFORD, principal, teacher of eighth grade: "As the work progressed some of the weaknesses and seeming difficulties of the plan became quite apparent. These weaknesses were not, in my judgment, so inherent in the departmental system of teachings as to the elementary grades as they are in our present mode of school administration, which does not give ample opportunity to building principals to supervise the educational work in their own buildings. Problems of building discipline and classroom organization rather than the supervision of classroom instruction in the different rooms are vital ones, which building principals in our local schools under present conditions must stress.

"Notwithstanding this limitation of the principal's opportunity for educational supervision, I took advantage of the eighth grade industrial day, which comes weekly, and the service of an afternoon teacher to make several visits to the classrooms while the departmental teachers were at work.

"Good physical health, of course essential in all classroom work, is especially requisite in teachers who undertake this form of teaching in the grades, where substitutes are difficult to obtain who are qualified to successfully handle a subject in three or four different grades.

"The illness for several weeks of one of the teachers in the departmental group brought this fact directly to our attention."

#### CONFERENCES.

From time to time conferences between the supervising principal and principal, between the supervising principal and the departmental group, between the principal and his assistants were held to discuss the practical problems of the work. These conferences resulted in many good suggestions that were put into use.

#### RECOMMENDATION BY THE PRINCIPAL.

I believe that the results at Lincoln School have justified this experiment in elementary school work. I believe that the knowledge gained from their four months' experience will help the teachers who assisted in this plan to enter upon the work next September with stronger confidence in themselves and with a broader knowledge of their individual subjects.

For these reasons I strongly recommend the continuation of this plan of instruction. My observations and study of the work made the following points very clear to me:

- (1) The principal should be free to be able to carefully supervise the work.
- (2) There should be a strong principal who believes in it.
- (3) There should be a strong corps of teachers who will make success of it.
- (4) The subjects are taught by a specialist.
- (5) The preparation of the work is easier.
- (6) You are better able to locate weakness.
- (7) Under present conditions possibly only the seventh and eighth grades should be used.
- (8) Principal should be prepared to take up any subject, as in the event of the absence of a teacher it is very difficult to get a satisfactory substitute.
- (9) The teacher should be allowed to change subjects from year to year.
- (10) There is danger of the subject rather than the child becoming prominent.
- (11) The demand of the teachers might be too great.
- (12) The correlation of subjects is somewhat difficult.
- (13) The making of a program is exceedingly difficult.

These points are given as the result of my actual experience with the work and not as anything new; as to my knowledge many of these points have been discussed at length concerning the system.

I have found that some of the weaknesses mentioned can be overcome by frequent conferences of the teachers and a careful planning of the work together.

With the knowledge gained by the teachers of Lincoln School from their four months' experience, I am sure they are stronger and more confident; therefore I am certain of better results, provided they are willing to again take up the work in September.

On account of the short time the system was in operation I do not feel that a statement of the comparison of the work would be very convincing at this time. I may say that the work in these schools as the result of tests was in every way very satisfactory.

The graduating exercises of the Eighth B schools, this division, were held at the Bell School in February, 1910, and at the M Street High School in June, 1910. In February there were 23 pupils who completed the elementary course and received certificates, and in June 100.

The new James A. Garfield Schoolhouse was dedicated Tuesday, November 30, 1909.

It is with deep regret that I must refer to the death of Miss I. S. Countee, who had rendered faithful service. Her personality and service had won for her the affection and esteem of teachers, children, and parents.

In conclusion permit me to thank you for your kind assistance and many valuable suggestions in the work.

Very respectfully,

J. E. WALKER,

*Supervising Principal Thirteenth Division.*

Mr. R. C. BRUCE,

*Assistant Superintendent of Schools.*

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## REPORT OF SPECIAL SCHOOLS FOR COLORED PUPILS.

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### ATYPICAL CLASSES 1909-10.

SIR: These are the unfortunates, not alone as to mental deficiencies but as to environment, slow development, physical defects, poor health, and, in fact, anything which has caused the child to be placed in these classes. Less than four years ago, through the thoughtfulness of our then superintendent and a member of the board of education, these classes were opened.

The growth has been from one class with a half dozen pupils, the building poorly equipped, to five schools with at least 45 pupils. Some of the buildings are fully equipped, all of them fairly, for mental and industrial work.

Many of these atypical children are physically and mentally defective and, because of this, need special training along mental lines. They should be and are to a great extent given individual instruction by the teacher who suits such instruction to the various needs and abilities of the pupils.

They are taught reading, writing, number, counting, drawing, spelling, phonics, gems, and stories. In many cases a child who formerly was considered dull or stupid often develops under the kind and tender guidance of a good teacher and is placed upon a firm foundation.

This training should involve the presentation of all instruction in a concrete form. Methods should be objective and the senses should be trained. All mental training should aim to develop the faculties of attention, memory, reason, and judgment. With the improvement of the mind comes a reciprocal improvement of the body in health and strength. The alert mind shows itself by quickness and precision, in muscular movements, while in those children of a nervous type, better self-control is attained after good mental training.

In these schools the industrial work is the foundation on which we build toward the development of not only the motor powers but also the mental and moral. As the senses are trained through materials used a conception is given as to quantity, quality, and financial values.

Defective children learn more with the hand than with the head, and should be constantly trained to use their hands in making useful

things, wearable and salable. At all times the practical needs of after life must be borne in mind, and if these children can not be made wholly self-supporting, they can be made partially so. Along with the training of the head should come the training of the hand. Manual skill and motor control will come quicker through this channel than any other. Hand and eye yield obedience to the brain through gardening, cooking, sewing, carpentry, weaving, basketry, chair-caning, knitting, and in fact, all manual arts that can be adapted to the needs of these children.

Unfortunately these children come from homes which sadly lack the essential qualities of true morality. The home life is reflected in the children and we find them full of bad habits, bad impulses, and bad thoughts. One of the great aims of these schools, and, indeed, the most serious part of the teacher's work in the classroom, is to help them to inhibit these traits, and substitute good sound ones in their places. This work we try to do first, by showing these unfortunates love, sympathy, and comprehension of their peculiar needs. When once we have won their sympathy and attention, the task is easy, and by example as well as by precept upon precept we strive to lift them to higher things.

This work is followed by personal visitation to their homes, and by continued interest in their welfare. These schools have proven a great boon not only to the children but to the parents and to the community, since they have made known their needs and the deep humanitarian spirit of the public school system in reaching them.

In order that we might better prepare ourselves for this interesting line of work we have this year, under the direction of our supervisor, organized a "child study club," which meets once a month.

At this time various papers were presented and discussed which have been of great value to us as teachers.

The following are some of the subjects which have been discussed this year: "Union of mind and body," "fatigue," "nervousness," "the abnormal child and how it can be helped," "sense training, its value in the training of the exceptional child."

#### DEFECTIVE PUPILS 1908-9.

With only three classes in operation all who should be segregated, whether already enrolled in school or kept at home, are not reached. Many cases recommended for segregation could not be handled because the distance to classes established was too great, and no means of transportation were available. This whole subject in a special report has been laid before you. Early attention to these unfortunate children is needed. It is difficult to reach many not in school because parents are unwilling to acknowledge defectiveness, and many now in school are not considered because expert judgment

is lacking to grade and assign these children. Experience here demonstrates fully and clearly that the separation of the child of average ability from one below is imperative, be the defect mental or moral, neither can be benefited by contact, in fact, the average is apt to receive most detriment. The standards must differ, and each when they are together is generally misjudged. The step to care for these defective children has been taken, and there should be no retreat. They are dependent without self-reliance and self-assertion. Unto these less has been granted by nature, therefore, more by the community must be given. Many, yea, most, may be trained to self-helpfulness, and will wholly or in part earn their living. Society owes it to itself to turn a liability into an asset. In the defective child perception is dull, power of attention weak, will feeble, memory uncertain, and judgment defective. Instruction should meet the conditions. Teaching here must be, not the abstract truths, and principles of second-hand knowledge, not thoughts but things, processes involving the senses and motor side. Teaching should be simple, direct, and practical. The learner must do, see, touch, to think and remember. Busy work here is synonymous with hand work. Accurate doing is the one thing needful. The generous policy of furnishing in great abundance and variety the supplies requisite for this work has enabled the instructors to achieve praiseworthy results.

W. S. MONTGOMERY,  
*Supervisor in Charge.*

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#### UNGRADED CLASS IN ELIZA G. RANDALL SCHOOL.

SIR: I respectfully submit to you the report of the ungraded class in the Eliza G. Randall School for the term ending June 22, 1910.

The true value of the ungraded class as an adjunct to the regular classes of the public schools can not be overestimated. Where just a little while ago it may have been reckoned as an experiment, to-day it is an acknowledged factor in the solution of the many problems of the class room.

We realize the intricate and difficult tasks which confront those who have to do with the handling of or controlling these classes, and while all of the difficulties may not have been surmounted, the success of this year's work certainly commends the efforts of the laborers.

The teachers and the director banded themselves together in a circle or child study club. This club met at regular intervals to discuss the various phases of the work and for scientific and practical research. I could not enumerate the benefit derived from such systematic, careful study. Besides the circle for the study of the special child a class was formed for special work in manual training under the efficient direction of Mr. McDonald. The teachers also attended several lectures on the special child, especially one by Dr. Groszman.

As has been well said, the pupils who compose these classes may be well termed the refuse of the schools. Now these teachers must take these delinquents and mould them into useful material. There is the truant, the incorrigible, and the extremely dull pupil, all constituting one class.

In some cases it would be well to send the pupil to the parental school and with the extremely dull it is recommended that a special school be established. While

the work has been very progressive it would be much more effective were the above-mentioned schools established.

I reproduce herein an exact copy of a letter from the parent of a little girl who had been declared uncontrollable, but who was returned to the grades after spending some time in this class:

"WASH dc June 18 19010

Mr Brown

DEAR SIR: I must say with all my heart I try with the greatest effort to give thanks to you for the greatest help you have been to \* \* \* and I am proud to say she haven't been trouble to her teacher and has not been absent a singular day she was late one morning I am doing my level best to keep up the start you give and hope the Lord will bless you from her mother,

I wish to call attention to the following facts with regard to this class:

Pupils:

Male.....	30
Female.....	2

Transferred:

Male.....	11
Female.....	1

Withdrawals (male).....	2
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Seat forfeited (male).....	8
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Reentered (male).....	3
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Enrolled:

Male.....	14
Female.....	1

Very respectfully,

R. H. BROWNE.

Dr. W. S. MONTGOMERY,  
*Supervisor in Charge of Special Classes.*

### INCORRIGIBLE CLASS AT OLD MOTT SCHOOL.

SIR: It is with pleasure that I submit this report of the work of the incorrigible class at the Old Mott School for the school session 1909-10.

The organization and development of the incorrigible class has filled a long standing gap and deficiency in our public school system. Semi-incorrigibles and habitual truants who were formerly either suspended or dismissed from school in the past are segregated in this class for instruction and development along the proper lines of good citizenship. The teacher of the regular classroom is, thereby, greatly relieved and the spirit of the room is made more wholesome; on the other hand the pupil, the disturbing element, being placed in a smaller class receives individual attention, which is so essential to his reformation.

I have endeavored to make an individual study of my pupils and in each case give the pupil that which was needed in his intellectual, physical, and moral development. In this connection, I have found the round table talks by the ungraded and typical teachers under the direction of our supervisor, very helpful.

The intellectual work of my class is identical with that of the grades so far as practicable; the afternoon period is, however, devoted to manual and industrial work, wood-work, basketry, caning, leather work, sign making, and construction work in general.

I am glad to say that though there is a certain prejudice on the part of the pupils on entering the incorrigible class for the first time, they soon become faithful in their studies and punctual in attendance, very often regretting the approach of the time for their return to the grades.

I beg to make the following recommendations:

- (1) Separate classes for girls with female teachers.
- (2) The organization of another class for boys, giving one for each section of the city. (Many of my pupils come from great distances.)
- (3) That transfers to grades be made at stated times (Oct. 1 and Feb. 1).
- (4) That classes in sewing and cooking be introduced in all classes.
- (5) That teachers be granted permission to carry classes on bimonthly excursions.
- (6) That a banking system be instituted among the pupils.
- (7) That noon recess be lengthened to one hour.
- (8) The parents' meetings be held monthly for consultation of parents and teachers and that reports be issued to pupils quarterly.
- (9) That the medical examiner examine each pupil upon his entrance to the class and give the teacher the necessary information concerning the pupil, to be recorded in case book.

The following statistics may be of interest:

Pupils on roll during the year.....	29
Pupils transferred to other schools.....	13
Seat forfeitures.....	5
Reentries.....	4
Withdrawals.....	3
Pupils on the roll at close of year.....	12
Seats.....	12

I may state that the withdrawals were caused by one girl and two boys being placed in other institutions.

I wish to heartily thank all who have so willingly and effectively cooperated with me in this work, especially Dr. W. S. Montgomery and Mrs. Ida G. Richardson.

Very respectfully,

LEON L. PERRY.

Dr. W. S. MONTGOMERY,

*Supervisor in Charge of Special Classes.*

#### THADDEUS STEVENS UNGRADED CLASS.

SIR: I have the honor to submit the following report of the work covered in the Thaddeus Stevens Ungraded Class during the year 1909-10:

Each pupil was sent to me bearing a history of himself, which is preserved for future reference.

In most cases the conduct and actions of the pupil were as represented by his teacher, truancy and incorrigibility being the causes for segregation.

It is to be noted that these boys and girls have low ideals, weak wills, and the wrong view of the school and school life; hence it is the mission of probation teacher and probation school to refit and make over, if possible, this case that is disturbing the peace. The teacher must be a regenerator, purging out the old leavening, so to speak, that this individual might once more enjoy the freedom of correct living.

As irksome as the classroom duty was the work did not end there, but I followed the pupils into their homes, very often to find no one to meet me, as the industrious mother was at work earning a living for herself and child, the father having died or deserted the home. Go into these homes. Volumes are spoken there. You see the surroundings. You ask yourself, Is it any wonder that this boy is a wayward? Can you help him? I have hinted at these home conditions that it might be known that the greatest influence producing waywardness lies in the home.

The work of the classroom has been of a threefold nature: First, intellectual, stressing the three R's; second, manual-industrial, stressing chair caning, basketry, painting, and construction work in general; third, ethical, aiming at his soul or his finer self, reaching him through the beautiful, giving him a new heart.

Average time spent by pupils in my class, about two months. Of pupils sent out, all but one remained and very flattering reports have been received concerning them.

That the establishment of these classes was a godsend to school and community and even to the family circle can not be denied, but there is need of a school that will do more for the individual pupil; I mean those with more vicious tendencies—the habitual truant, habitual smoker, the juvenile penny matcher, the crap shooter, the 5 cent theater goer, and the night liners. This class ought to be segregated from the less vicious and kept restrained.

I therefore suggest the establishment of a parental school to relieve home, town, and school of these juvenile outcasts.

The class or child study club organized by the director was certainly of great assistance to the teachers, in that a deeper insight was given into the nature of the special child. Interesting papers were read and discussed by this club, and the investigation and research were beneficial.

It is to be deplored that in a number of instances these classes were entirely too large to accomplish effective work either from an intellectual or an ethical point of view. It is my candid opinion, supported by experience and actual contact, that the best work is done in the smallest classes, for as soon as you crowd an ungraded class you make a condition worse for the pupil than the one from which he is sent.

I wish also to note that in addition to the intellectual work done which covered a scope from grade 1 to grade 8, inclusive, many times, we caned, scraped, stained, and varnished 12 chairs, made and varnished 18 coat hangers, made 9 reed baskets, 25 signs were made in wood and painted, 14 raffia mats, assorted colors, were turned out, and drawings and paintings on paper in addition.

#### *Statistics.*

Received.....	47
Transferred.....	17
Withdrawn.....	9
Seat forfeited.....	25
Reentries.....	25
Suspended.....	1
On hand at close.....	15

Very respectfully,

E. BROWN.

Dr. W. S. MONTGOMERY,  
*Supervisor in Charge of Special Classes.*

#### REPORT OF ASSISTANT DIRECTOR OF PRIMARY INSTRUCTION.

SIR: I herewith submit a report of work done in the primary department of the tenth, eleventh, twelfth, and thirteenth divisions of the schools of the District of Columbia for the year ending June 30, 1910.

The aim dominating the work in this department throughout the year was to bring about improvement over last year's attainment along all lines, the greatest stress being put on literature and reading. To this end the first half of the first semester was devoted mainly to guiding the teachers to a broader outlook of their work. Twelve talks were given to the teachers of the department in groups according to classes. Among the subjects treated during these talks were: "Teaching," "The primary child," "Mind and laws governing it," "Apperception," "Interest," "Attention," "Primary literature."

The teachers thoroughly enjoyed the talks and were stimulated to greater research. Visits to libraries increased and additions were made to individual libraries. Books that were borrowed last year were purchased this, the dry, formal teaching was quickened to real child betterment, the general tone on all sides changed for the better.

Following close on these talks were nine practical demonstrations of the principles and factors discussed in them. These lessons were given before different groups of teachers representing the grades in the department by the model teachers, Miss I. Wormley, and myself. The standard of work was lifted in consequence and we feel the marked advance in this year's work is due in a large measure to the course pursued this year. The teachers generally expressed the wish that both talks and lessons be made features of next year's work.

The work of the second semester consisted mainly in investigating the preparation of the promoted children and giving the teachers in grades above the opportunity to observe the preparation of the grade just below them.

The test of promoted children embraced grades from 1 B to 5 A, inclusive. The results were most gratifying, showing that the teachers had done good, strong teaching in the main. We were particularly pleased with the preparation of the children in the 5 A classes. They were sure, independent workers and in some cases the results were excellent.

Much of the retardation felt at transition from primary to grammar grades, grows out of the fact that the fifth-grade teacher does not know the point of departure of the primary child. She enters immediately upon the set formal teaching, making little connection with the child's previous knowledge and experiences.

In order to give the primary teacher a broader outlook of her work, we made the opportunity by giving to each higher group the advantage of noting the progress of the children just below them.

In addition to the lessons mentioned to help the teachers in particular grade work, a departure was made this year and teachers of the grade above were given the opportunity to observe the work of the grade below her by the teacher of the grade. A most enjoyable and helpful lesson for fourth-grade teachers was given by Miss R. B. Stokes, a 3 B teacher. The purpose of the lesson was to show the fourth-grade teachers the preparation of the children who will be in the fourth grade next fall, that they, the fourth-grade teachers, may build surely and well on the splendid preparation to this point. The observing teachers were agreed that the third-grade teacher had set a standard for them which could be reached only by much hard, intelligent work on their part.

Causing the teacher to catch a glimpse of next fall's work at this stage of the work will do much toward coloring the beginning which determines the end.

We feel that the work done in the department this year is the best during its existence. The growth in literature, language, reading, and penmanship has been truly inspiring. We trust next year will find us much stronger along other lines.

Our visits to classrooms have been continuous throughout the year. During these visits we labor to improve unsatisfactory conditions and raise the entire department to higher accomplishments.

During the year Miss Wormley and I have visited 43 schools, 241 teachers, and made in all 1,659 visits to classrooms.

The many helpful conferences with you during the year, have inspired and helped me greatly and gone far to lift the entire department.

Thanking you and other school officers who have stood ever ready to encourage and help me in my work, I am,

Very respectfully,

MR. ROSCOE C. BRUCE,

*Assistant Superintendent.*

E. F. G. MERRITT,

*Assistant Director Primary Instruction.*

**REPORT OF THE ASSISTANT DIRECTOR OF MUSIC.**

SIR: I herewith submit my report as assistant director of music for the year ending June 30, 1910:

The results have been most remarkable during the past year. Great stress has been put upon rote songs and the æsthetic side of music; in connection therewith much thought has been given to scale and interval work. The children of the third and fourth grades have been able to comprehend tone relationship and invent phrases, not only sing them but write them as well. From the third grade up much time has been given, and delight resulting therefrom in sight singing.

The teachers of the graded schools in a very great degree seemed to take as much interest in the lessons given as the pupils, showing a twofold value in the music world; thus teacher and pupil more fully appreciated the all-important subject of tone relationship.

Special attention has been given to fourth-year pupils in the high and manual training schools, thus better preparing them to take up their work in the normal school. I therefore desire to renew my recommendation of last year that credit be given pupils in the grades and also in high and manual training when they expect to pursue studies in normal school.

I would further recommend, because of the miserable condition of piano in M Street High School, that an autopian be placed therein whereby musical appreciation can be more successfully taught.

Having given a complete outline of music taught in graded schools, high, manual, and normal schools at beginning of term will not again submit the same.

With your consent a paper was presented at the Bethel Historical and Literary Society in May putting forth "How music is taught in our schools," and a demonstration by the following music teachers, Messrs. Ames and Weir, Misses James, Wormley, Europe, and Chase, was received by the immense audience present with appreciation and applause.

I desire to again thank you for your words of encouragement, and the officials for courtesies, etc. Much good has been accomplished by your timely suggestions, etc. Also desire to thank my official staff for the hearty cooperation, and the teachers through the schools for the ready response and willingness to carry out plans as laid down along musical lines. To the principals of Normal School No. 2, high, and manual training, and supervising principals I also extend thanks for cooperation.

Very respectfully,

J. T. LAYTON,  
*Assistant Director of Music.*

Mr. ROSCOE C. BRUCE,  
*Assistant Superintendent of Schools.*

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**REPORT OF THE ASSISTANT DIRECTOR OF DRAWING.**

SIR: I submit a brief report for the year 1909-10:

The relation existing between regular and special teachers must always be considered as the most important factor in the general conduct of any special department. I am glad to say that the department of drawing enjoys hearty cooperation of the regular teachers. The pleasant, and we believe profitable, grade meetings held during the year had much to do with stimulating interest in the subject, and made it possible to secure good results. The work in the grades has been given by a course of study similar to work in other schools throughout the country. The aim has been to keep in line the progressive ideas. Design and its application has been emphasized in many interesting and practical ways.

## M STREET HIGH SCHOOL.

The work in this school is especially important, since nearly all of the pupils who enter the normal school are from this school, thus making it necessary that the pupils receive such instruction as will best qualify them to become teachers. The crowded condition of the school and the short time given per week has made it impossible to develop the work to the extent desired.

## NORMAL SCHOOL.

The preparation of the pupils for teachers in this school has given promise of good results in the grades. It has been a pleasure to instruct the appreciative pupils of the normal classes.

## TEACHERS' COURSE.

The normal school course for pupils preparing to teach drawing has developed as well as could be expected, since this is the first year of the course.

## EXHIBITION.

The exhibition held at the M Street High School in May was attended by the teachers and many other persons. The work on exhibition extended from the kindergarten through the high and normal schools. In the large room assigned to grade work there was every evidence of appreciation and endeavor on the part of the regular and special teachers, as shown in the development of the pupils' work. One could not help feeling that it is worth while to give the best of life to the development of the young. The high, normal, and advanced decorative work, and teachers' course caused visitors to proclaim the exhibit a success in higher education of a practical kind. We feel sure that regular and special teachers have been benefited by the exhibition, and will enter into the coming year's work with a good will.

## ARMSTRONG MANUAL TRAINING SCHOOL.

The work in this school has been conducted by the teachers of drawing in charge with reference to the needs of the school.

For every kindness extended by the superintendent, trustees, and yourself, the department extends sincere thanks.

Very respectfully,

Mr. R. C. BRUCE,  
*Assistant Superintendent of Schools.*

T. W. HUNSTER,  
*Assistant Director of Drawing.*

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**REPORT OF THE ASSISTANT DIRECTOR OF DOMESTIC ART.**

SIR: I have the honor to submit the following report of the work in the department of domestic art for the year ending June 30, 1910:

The personnel of the teachers remained the same as for last year, numbering 10 teachers in the elementary schools and 4 teachers for the Armstrong School.

The course of study was unchanged. The printed outline, the first we have had for a few years, was followed as nearly as it was practicable so to do. The work of the department aims for more than to teach the girls how to make a number of stitches. It has for its object the training of these girls to make them useful in the home, and necessarily to society. The question is, "Is the girl a better girl for having done this work? If so, in what respects is she better?" If she learns to be neat, accurate, careful, and honest, the hope is cherished that she will carry over these virtues into her other activities. Character is not merely a sum of good habits, but it also involves a voluntary factor that will enable one to select the good in new circumstances.

With the introduction of domestic art into the curriculum of Normal School No. 2 a much-needed and long-felt want has been fulfilled. Not only do we hope for well-qualified teachers of sewing for our own schools, but that those we send out to towns and cities of near-by States may be fully prepared to teach the subject intelligently. To enable them to be equal to any emergency that may arise, they will be given contents from which courses of study may be organized that may be adapted to the needs of the beginner or of those more advanced; they will make a study of the organization and management of classes; they will plan outfits for a sewing room and estimate the cost of equipment.

The work this year is in its experimental stage, and I regret to say not nearly so much was accomplished as was indicated in the outline course.

The detailing of one of the teachers of elementary sewing to teach the special class in domestic art made it necessary for the remaining corps to assume heavier duties. Two teachers instructed six classes for two days each week, when the regular program calls for five classes per day of one-hour periods for each class. With the growth of the normal course in domestic art for the ensuing year, there will be need for an addition to the present corps of teachers.

The work in the cutting schools was quite satisfactory, with one or two exceptions.

I wish to quote what was said in my report of last year: "Much can be accomplished in a room of this sort under the supervision of a well-trained and orderly teacher." I think the strongest teachers in the corps should be selected to take charge of such classes, as the work in sewing is left off in the sixth grade and is begun no more unless the pupil enters the Armstrong School.

In two of the cutting schools girls were able to finish the regular course of study and then have sufficient time before the close of school to make full-sized garments, such as shirt-waist and coats suit of wash material.

Requests have come from as many as six of these girls, who are almost wholly dependent upon their own efforts for maintenance, that they be allowed to continue sewing in the seventh grade. A special class could be arranged in which they could do advanced work.

The removal of the cutting school from the Langston to the old Mott School Building resulted in some loss of time for the classes attending that school. We succeeded in getting settled about the middle of November. Pupils from Jones, Douglass, and Banneker attended this sewing school, having to travel a distance of from 12 to 13 blocks.

The work in the atypical schools is deserving of very high commendation. The results show that the teachers have made a study of their pupils and know just what can be accomplished by them. Some of the finished models compared not unfavorably with those done by normal children in the elementary schools.

In view of the fact that the pupils in the ungraded schools remain a comparatively short time with the teachers of such classes, the industrial work can not very well be taken into account. They do what work is given them as well as could be expected in the limited time that they have.

I hope the time is not far distant when sewing will be extended through the seventh and eighth grades. At present much is forgotten before the girls reach the Armstrong School, and almost all before graduation from M Street High School.

The work in the manual training school this year upheld the same high standard that has heretofore characterized the work done there. The girls are so thoroughly interested in what they are doing that they can not be other than successful.

#### RECOMMENDATIONS.

- (a) That a new teacher of sewing be appointed from the list of eligibles.
- (b) That cooking be taught to students of domestic art of Normal School No. 2 as a minor subject during the senior year.

(c) That 60 minutes be allotted as the length of sewing lessons in the third, fourth, and fifth grades.

I feel that the year's work has been very successfully done, owing to the faithfulness to duty, the hearty cooperation and responsiveness of the corps of teachers under my supervision.

Thanking you heartily for your many suggestions and words of encouragement, I am,

Very respectfully,

A. D. JONES,

*Assistant Director of Domestic Art.*

Mr. R. C. BRUCE,

*Assistant Superintendent of Schools.*

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### REPORT OF ASSISTANT DIRECTOR OF PHYSICAL TRAINING.

SIR: A new feature of the work, and a very necessary one, was the dividing up of the lessons into A and B lessons. This had not been done before, and while it seemed a mammoth undertaking we found that it worked out very well. Before this was done there was no progression for some of the grades. For instance, a seventh grade A in February met seventh grade B work their first half year and had seventh grade A work their second half year. This was a ridiculous situation and had to be corrected. We met with many difficulties, but feel that a great deal was accomplished.

Last year folk dances were introduced in all the schools, but coming at the end of the year, together with the teachers' lack of familiarity with such things, the results were anything but flattering. This year the result was very different. Many schools worked them up for flag-day exercises or other exhibition purposes. The large masses of children that can be trained and used, together with introducing the dance as genuine play, the simplicity of the dances, makes their introduction of vast benefit to the children, especially in the graded schools. We find that the children take the same interest awarded them in other cities. These dances or games encourage spontaneous exercises of all kinds embodying freedom of motion and arousing enthusiasm, which is the life of healthful exercise.

#### PLAYGROUNDS.

Last year was the first time that the school grounds were directly under the supervision of the school people. I think I can safely say that we found the grounds in a poor condition. It seemed clear to me and to the teachers in charge that the past supervision was in the nature of police duty. The children knew nothing of organized play. We made a good start, as is plainly seen by the report that the Magruder ground was the best in the city. There were six grounds opened, and we are to have the same number this year. Since it is possible to open only six grounds, I thought it better to close some that had been opened last year and open some new ones, thus giving other children the benefit of the money contributed by them. The feature to be especially worked up is that the teachers feel the responsibility of the grounds in the same way that they do of other parts of the building.

#### NORMAL SCHOOL NO. 2.

The work here has been a great improvement on last year. The excuse cards I had printed have greatly improved the juniors in their regulation dress. No pupil was allowed on the floor without the required costume; anyone not wearing a suit was counted absent. The senior practice work was far superior to last year. I think that we will get better teachers when the pupils practice in fewer grades and that practice is confined to the primary grades.

## M STREET HIGH SCHOOL AND ARMSTRONG SCHOOL.

All the pupils have had one lesson a week, and a great work has been done along the line of medical inspection on the recommendation of the physical-training teacher.

The work grows more complicated as the number of classes increases. There is very little in the way of improving the work that can be done until more suitable places can be provided.

I want to thank the assistant superintendent and all of my teachers for the hearty cooperation accorded me. With the unity we have we can not but succeed.

Very respectfully,

ANITA J. TURNER,

*Assistant Director of Physical Training.*

Mr. R. C. BRUCE,

*Assistant Superintendent of Schools.*

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**REPORT OF THE ASSISTANT DIRECTOR OF KINDERGARTENS.**

SIR: The report of the assistant director of kindergartens is herewith submitted.

The number of visits to teachers during the school year 1909-10 was 358.

Following the plan carried out last year for the development of teachers, we have attempted this year to unify by bringing into a closer relationship the results of last year's effort and its application in the development of the kindergarten child. Emphasis therefore was placed on method.

**ORGANIZATION.**

Organization has extended to sewing and the games. By introducing a few principles and emphasizing these through variations the power to do for themselves has been surprisingly augmented in the children.

In the games this year we started with the purely physical responses natural to childhood—walking, running, hopping, skipping, jumping, flying, and dancing. A few minutes were allowed each day for at least one of these activities. The games as a result show great improvement. The majority of boys are always backward in skipping and dancing games. It has been noticed lately that the boy who skips on one foot has almost entirely disappeared.

**LITERATURE.**

Greater attention has been given to rhymes, particularly the "Mother Goose" and verses by such authors as Stevenson and Eugene Field. Music was found for many of the rhymes, and this feature of our work was heartily enjoyed by both teachers and children.

Realizing that more effective work can be done in small groups, new stories were told twice a week by the teacher to her own group of children, leaving Friday for the general assembly of all the children on the circle, when old stories called for by the children were told. This arrangement allows a better grading of stories and an increase in the number of stories to be told. Heretofore stories were told only twice a week and always to all the children on the circle.

**MUSIC.**

Lack of equipment in piano music on the part of the greater number of assistants is a cause of much hindrance to the work. This fact, however, has been noted in previous reports.

The music teacher assigned to this department is not allowed sufficient time to minister to our needs. I recommend that she be allowed one afternoon each week for our work.

Teachers, with one exception, have worked harmoniously and with good spirit. It gives me great pleasure to thank you for your kindness and consideration.

Very respectfully,

N. T. JACKSON,

*Assistant Director of Kindergartens.*

Mr. R. C. BRUCE,

*Assistant Superintendent of Schools.*

## REPORT OF PRINCIPAL OF WASHINGTON NORMAL SCHOOL NO. 2.

SIR: I submit a report and suggestions, in answer to your letter of the 17th inst., on Normal School No. 2 for the school year 1909-10:

### ENTRANCE CONDITIONS.

Our pupils come to us too young in mind and in body to do our work efficiently. No pupil should enter the normal school under 18. Such pupils as enter should be certified as to physical, academic, and moral fitness by the principals of the respective high schools. An entrance examination should then be given by the board of examiners. In short a rigid selection should determine the student body of the normal school. Under the present entrance conditions we are seriously embarrassed, as we are unable to give adequate professional training, correct mistakes, and form character in two years. (See p. 380, pars. 2, 3, Eleventh Annual Report of Supt. Maxwell on New York City schools.)

### GRADUATING CONDITIONS.

At the end of three terms of normal work an examination should be given to test the excellence of the pupil's normal training. Students successfully passing this examination should be given a fourth term of practice in the city schools, under the supervision of the supervising principals, the director of primary work, and the principal and faculty of Normal School No. 2. Pupils whose fourth term of practice proves satisfactory, and who have successfully met all the requirements of the normal theory course, should be given the diploma of the normal school. Graduates from the normal school should be given for their first year a probationary appointment. If at the end of the first year of probation the graduate's work proves unsatisfactory, she should be dropped from the rolls. Successful teachers should be added to the permanent force. The goal of actual normal work would thus be the acquisition of culture, more ability and character would be demanded of the pupil, and less of the cunning that is inevitable in the present condition of rating by the faculty for appointment in the schools.

### COURSE OF STUDY.

The professional subjects given in Normal School No. 2 are psychology, child study, principles of teaching, history of education, school and class management, special methods in nature study, history, arithmetic, grammar, literature, and geography, music, drawing, and physical culture.

The present arrangement of the curriculum requires a few changes in the interests of a closer adjustment to the requirements of our pupils. History of education and school management should be taught in the senior year, as junior pupils lack the basis for comprehension of these subjects. Child study should follow at least one term of psychology, as entering pupils of the first-year class are too immature and have no basis for judgment in observation.

The students should have the benefit of printed leaflets, setting forth the courses of study, requirements for admission and graduation, etc. Much harmful misunderstanding would thus be avoided. At present Normal School No. 2 has no printed literature to serve as a source of authentic information to the community.

## TEACHERS.

The work of a normal teacher differs from that of a teacher in a high school in several marked instances; the normal point of view is different, emphasis is placed upon thorough assimilation by the student with a view to effective expression in the classroom of the elementary school; the normal instructor must keep always in mind the child to be taught by his pupils; teaching, as the instructor does, some one phase of educational theory, he must closely correlate his work with that of his colleagues. The normal instructor seeks to render habitual upon the part of his pupils the proper teacher reactions. Thus unremitting care is necessary; the instructor must teach, supervise, and criticize. The school program can not therefore definitely indicate the full extent and character of a normal teacher's work.

Since Misses Hand and Bowie have been relieved from the formal teaching of method, I suggest that each of these ladies be given two schools to meet simultaneously. By transferring the Kindergarten Training School to Miner Building or to Odd Fellows' Hall two more classrooms may be obtained for a first and second grade school. Miss Dickerson will be assigned to method work in addition to her present work in a third grade practice school.

I recommend further that Sumner and Magruder Buildings or Miner Building be made observation schools, and that the teachers of especial excellence in scholarship and teaching ability and personality be selected as instructors in the schools designated for observation purposes.

*Enrollment for the year 1909-10.*

Number of students entering classes in September, 1909, first half year:

## Primary department—

Junior..... 59

Senior..... 35

Grammar department, primary grade..... 3

## Special manual training—

Junior..... 24

Senior..... 3

## Kindergarten—

Junior..... 14

Senior..... 19

Number of students entering classes in February, 1910:

Kindergarten, juniors..... 2

Total number entering..... 149

Withdrawals..... 6

## Graduated:

## February, 1910—

Primary department..... 5

Kindergarten..... 1

## June, 1910—

Primary department..... 29

Kindergarten..... 8

Grammar department..... 3

Special manual training..... 3

Total number graduated..... 49

Present enrollment June 23, 1910..... 94

<sup>1</sup> Three entered senior class from Howard University, Oct. 19, 1909.

There are now on the roll of the Normal School 94 pupils. We are expecting about the same number next September from the high schools. This large enrollment will necessitate another room for the accommodation of our pupils. I recommend, therefore, that one of the grade rooms in Sumner School be given to the Normal School as a classroom.

Respectfully,

LUCY E. MOTEN, *Principal.*

Mr. R. C. BRUCE,

*Assistant Superintendent of Schools.*

#### REPORT OF PRINCIPAL OF M STREET HIGH SCHOOL.

SIR: I beg to submit the following report of work at the M Street High School for the year 1909-10:

The fact that the principal was entirely unacquainted with the personnel of either students or teachers and unfamiliar with local methods and traditions up to the very date of the opening of school in September, 1909, will be a sufficient explanation of the lack of evidences of constructive work in this report. It seemed best to spend the year in mastering as thoroughly as possible the local routine of reports and general procedure and in becoming familiar with existing aims and methods before attempting to make changes, and in the main this policy has been adhered to rigidly, even in the face of the strongest temptations to depart from it. In spite of the handicaps hinted at above, with the hearty cooperation of a competent faculty it has been possible to achieve something, and the year has been a reasonably successful one.

#### ORGANIZATION.

The system of semiannual promotions, the rather free choice of electives, and the possibility of certain studies coming in the second, third, or fourth year make the task of organization a somewhat complicated one. However, the school was running under its regular program of major studies on the second day of each term. In September, 1910, an effort will be made to provide 90-minute periods for the laboratory subjects, namely, botany, zoology, physics, and chemistry, though there is some doubt that such a complex program as ours will permit this adjustment.

#### BUILDING.

One of the reasons why our program is difficult of adjustment is to be seen in the inadequacy of the present building to meet the demands of modern high-school work. Though our reports show a larger number of seats than pupils, the fact is that the M Street High School Building contains but 612 seats in its regular session rooms, while the whole enrollment for the second term of this year was 684. Further, the rooms are too large for high-school classes, making possible a large number of unused seats during each recitation period and forcing large numbers of pupils to study in the assembly hall owing to the overcrowding of the study hall. Even with a six-period day it is difficult to arrange for the required number of recitations owing to the lack of a sufficient number of rooms. To be more explicit, there are 32 teachers on our roll who teach all day every day in this building and only 22 rooms to accommodate them, and this number includes all laboratories.

The enrollment on the last day of May was 640, and 80 pupils graduated, leaving a total of 560 possible candidates for reentry. In addition to these there are 220 eighth-grade pupils who have signified their intention of entering here in September. Making a liberal discount, it is reasonable to suppose that our September enrollment will exceed 700 by a generous margin. What is to be done with these students in a building designed to accommodate 450 students is a problem which presents some difficulties. During the year just past the situation was somewhat relieved by the setting up in the school yard of two portable buildings, each of which seats 37 pupils. These buildings make thoroughly good schoolrooms in cold weather, but they are so uncomfortable in warm weather that the recitations conducted in them suffer noticeably,

and, as might be expected, it is difficult to supervise such detached buildings in a school where the teachers must of necessity move from room to room. The crying need of this school, then, is a new building properly planned and equipped for the work of a modern high school.

#### PHYSICAL TRAINING.

A discussion of the imperfections of the building very naturally brings to mind the work of the physical-training department. This department suffers very much from the lack of a proper equipment. We have no lockers, no gymnasium, no swimming pool, no running track, and practically no yard. The good that is accomplished is due entirely to the zeal and earnestness of the special teachers in the department and of such of the regular teachers as have devoted themselves to this work out of school hours. Would it not be possible to have an athletic field for the use of the Armstrong Manual Training School, the M Street High School, and the graded schools of the tenth to the thirteenth divisions? This need is the more pressing since our teams are unable to rent for their athletic contests fields which may be obtained on favorable terms by other schools in the District. The possession of such a field would increase enormously the effectiveness of this department of school work.

#### THE LIBRARY.

There is urgent need of reference books, periodicals, and of a number of foreign newspapers and illustrated journals for the use of the more ambitious students of modern languages. The library does not possess a single good encyclopedia, and the purchase of the cyclopedia best suited to our needs will exhaust entirely the appropriation allowed us for books for the coming year. It has been our aim to have some instruction in the use of books given to the students, but the lack of illustrative material rendered such an attempt out of the question. During the past year we have put to good use in our Spanish class the foreign edition of the Bulletin of the Bureau of American Republics sent to us monthly through the courtesy of the director.

#### LABORATORIES.

The laboratories are far from being properly equipped. Two of them, the botany and the zoology laboratories, are merely ordinary classrooms stripped of desks and fitted up in some fashion for the use of these departments. The chemistry laboratory is not only utterly inadequate in size, but it needs a thorough renewal of equipment. The plumbing is in wretched condition and no amount of repairing will serve to put it in good order. The science teachers deserve great praise for the creditable work done under existing conditions.

#### COURSE OF STUDY.

Two valuable additions have been made to the course of study during the year, namely, civics and economics and Spanish. In the first-named course the results have been encouraging, and it is planned to incorporate in its work next year a brief survey of municipal government in general and a hasty sketch of the government of the District of Columbia. The Spanish class has been somewhat handicapped by the inability of its teacher, who was regularly assigned to the Armstrong School, to meet it more than three times a week, and the principal was obliged to help out the situation as best he might by taking the class twice a week. In spite of this handicap, however, the work of the class was in every way satisfactory and quite up to our hopes and expectations, and we look forward with pleasure to a continuance, and perhaps to an extension, of it.

#### RHETORICALS.

An attempt was made to have frequent rhetorical exercises in the assembly hall, and the following are some of the special occasions that have been appropriately celebrated: Christmas, Burns's Day, Douglas-Lincoln Day, Washington's Birthday, and Flag Day. There were three musical assemblies, at which we were favored by such artists as Mr. Harry Burleigh, Miss Mitchell, and Messrs. Weir and Jeter. Among

the speakers to whom we are indebted are President Charles F. Thwing, of Western Reserve University; Prof. Kelly Miller, Mrs. Mary Church Terrell, Miss Ella C. Carter, president of the National Federation of Woman's Clubs; Mr. James H. Hayes, and Mrs. Henry F. Dimock. On May 25 three members of the school presented a French play. This performance was unusually good and reflected great credit upon the teachers who directed it. Another performance of merit given by the students was "Las Gitanas," an operetta by S. Coleridge Taylor. I can not close this paragraph without expressing my grateful appreciation of the services of those who had charge of the music, of the teachers of the drawing department, who so ably assisted in fitting up the stage, and last but by no means least of Mr. P. N. Bailey, whose work in connection with all of our public exercises has been invaluable.

#### TEACHERS' MEETINGS.

Aside from the meetings held from time to time for reasons connected with mere administrative routine there were two sessions of the faculty held for the discussion of topics of general pedagogical interest. The subjects discussed at these meetings were "Adolescence" and "Discipline." Most of the teachers attended a meeting of eighth-grade teachers and high-school teachers to consider the ever-present question of "bridging the gap" between the last year of the graded schools and the first year of the high school, and a written expression was asked from each one of the high-school teachers engaged in work with the entering pupils. From all of this discussion two questions emerge: First, is the percentage of failures in the first year of the high school appreciably larger than in the second year? Second, if pupils do enter the high school without proper preparation in the essentials is it the teacher or the curriculum of the graded school that is to blame? The general feeling seems to prevail that if fewer subjects were taught in the grades and more time were given to each one the high school would profit by the change; and further that if the pupils of the seventh and eighth grades were not so often taught by principals heavily burdened with administrative duties the results would undoubtedly be better. There seems to be little disposition to put the blame upon the teachers of the graded schools, who in most cases are making the best of a difficult task.

I trust that an increased facility in handling the routine work of administration may give me more time during the coming year for the study of textbooks, the course of study, and the methods of teaching employed, which it is my earnest desire to make.

I can not conclude this report without an expression of my deep appreciation of the encouragement and support so generously given me in this first year of my administration, not only by yourself and by Mr. Bruce but by the president and members of the board of education, by my colleagues in general, and by the members of the faculty of M Street High School.

Very respectfully,

EDWARD C. WILLIAMS,

*Principal.*

Mr. R. C. BRUCE,

*Assistant Superintendent of Schools.*

#### M STREET HIGH SCHOOL.

TABLE I.—Total enrollment, by years and sex, 1909-10.

Years.	Boys.	Girls.	Total.
First.....	92	190	282
Second.....	72	158	230
Third.....	28	96	123
Fourth.....	32	67	99
Withdrawals.....	224	510	734
	51	62	113
Total at close.....	173	448	621
Graduates.....	26	54	80

TABLE II.—Average enrollment, average attendance, and per cent of attendance.

Months.	Average enrollment.	Average attendance.	Per cent.
September.....	652.7	638.5	97.8
October.....	655.5	633.1	96.5
November.....	646.0	620.9	96.1
December.....	634.0	597.1	94.1
January.....	616.4	585.1	94.9
February.....	663.4	634.4	95.5
March.....	673.0	614.0	91.2
April.....	648.7	616.0	94.9
May.....	639.0	606.5	94.9
June.....	625.8	600.5	95.9
Total.....	644.4	614.6	95.5

TABLE III.—Number of teachers, average enrollment, whole enrollment, and number of graduates.

Years.	Teachers.	Average enrollment.	Total enrollment.	Graduates.		
				Boys.	Girls.	Total.
1900-1901.....	31	624	749	18	63	81
1901-2.....	24	530	664	21	61	82
1902-3.....	24	530	571	20	82	102
1903-4.....	25	491	537	24	64	88
1904-5.....	25	487	516	18	65	83
1905-6.....	29	481	536	13	50	63
1906-7.....	32	534	587	22	50	72
1907-8.....	30	599	676	25	55	80
1908-9.....	32	621	718	25	68	93
1909-10.....	34	644	742	26	54	80

## REPORT OF THE HEAD OF THE DEPARTMENT OF ENGLISH AND HISTORY.

SIR: The general purpose of the work in English has been (1) to cultivate in pupils power of thought and expression, and (2) to develop an appreciation of good literature.

In my supervisory visits during the year I have tried to study the conditions of pupils in order to be able to render assistance to teachers in meeting various difficulties. The most noticeable deficiencies of first and second year pupils are their lack of knowing how to study and their inability to read and to get the thought from the printed page. Hence it has been a large part of the teacher's work to give specific instructions in the method of study in order to save time and to establish correct habits for the future.

On account of pupils' scant and uncertain knowledge of English grammar, it has been found necessary to give some time to the analysis of sentences and to the study of the parts of speech. In this work care has been taken to have the pupils associate the grammatical forms with their correct use in composition. I feel that next year even more time might profitably be spent in the mastery of the fundamental principles of grammar.

The literature of the course comprises poetry, stories of adventure and romance, essays, dramas, and orations. While these classics have been selected partly with a view to covering the college entrance requirements, they have also been chosen for the purpose of leading the pupil to appreciate the best in literature and to assist him in cultivating a taste for better books than he would otherwise take to. It is hoped that this study will stimulate students to further reading of standard authors. Where the list of books has seemed too long for backward or weak classes to complete satisfactorily, the teachers have been advised to proceed slowly, even though they should fail to cover the required ground. The effort has been made to have pupils read with understanding and appreciation.

The pupils studying history were distributed as follows:

Armstrong Manual Training School:

Ancient history.....	91
English history.....	14
American history.....	18
Total.....	<u>123</u>

M Street High School:

Ancient history.....	70
Medieval Europe.....	21
Modern Europe.....	18
American history.....	32
Civics and economics.....	18
Total.....	<u>159</u>

The comparatively small number taking history may partly be accounted for by the tendency in recent years to urge pupils to elect the sciences and modern languages. Though the practical utility of these subjects may not be questioned, the need of some knowledge of history is greatly felt, not only during the pupil's high-school course and in his normal-school work, but also in later life.

Appended is a record of the second semester tests in English and history. It is unnecessary to say that figures do not always show the efficiency of a teacher. I am glad to be able to report that the teachers as a whole have been earnest and aspiring. They have shown a willingness to do and a determination to improve that have been very gratifying.

Again I beg leave to suggest that teachers of English be given not more than 18 hours of teaching per week; that more of the strongest and most experienced teachers be assigned to first-year classes; that not more than two grades of English be assigned to new and inexperienced teachers; that English classes be limited to not more than 25 pupils, and that only in exceptional cases shall a student be allowed to take more than one course in English at a time.

It seems to me that really satisfactory results in English can not be obtained in our high schools until all teachers are required to insist upon the use of clear and accurate expression in connection with every subject taught. If every recitation were made an opportunity for training in clear thinking and correct speaking or writing, the pupil would be cured of many of his mistakes before they become fixed habits, and in the end much valuable time would be saved.

With thanks for your courtesy and assistance, I am,

Very respectfully,

HARRIET E. RIGGS,

*Head of Department of English and History,  
M Street High and Armstrong Manual Training School.*

Mr. R. C. BRUCE,

*Assistant Superintendent of Schools.*

## REPORT OF THE HEAD OF THE DEPARTMENT OF SCIENCE.

SIR: I have the honor to submit the following report on the operations of the science department during session of 1909-10:

1. Number of instructors:

(a) M Street High School—

1. Biology.....	2
2. Chemistry.....	2
3. Physics.....	3
4. Physical geography.....	3

## 1. Number of instructors—Continued.

## (b) Armstrong Manual Training High School—

1. Biology.....	1
2. Chemistry.....	2
3. Physics.....	3
4. Physical geography.....	1

## 2. Subjects taught in the science department:

- (a) Botany.
- (b) Chemistry.
- (c) Physics.
- (d) Physical geography.
- (e) Zoology.

3. Number of meetings held for the discussion of the work, methods and instruction.....	5
4. Syllabi issued during session.....	5
5. Number of visits to classes of teachers.....	100
6. Average number of experiments (individual) performed and recorded by each pupil in—	
(a) Chemistry.....	60
(b) Physics.....	30
7. Stereopticon lectures to science classes.....	10
8. Visits to contractor, secretary board of education, and municipal building (electrical department) in the interest of the new electrical installation in the physics laboratory, M Street High School.....	75
9. Conferences with Asst. Supt. Hughes and heads of department on allotments in science.....	2
10. Conferences with principals.....	4
11. Lectures to public-school teachers.....	1

It is no longer a question in the mind of educators as to whether the natural sciences should have a place in the educational process. There was a time when the question was debatable, or rather made so, by those who believed or professed to believe that mathematics and the languages were the only certain passports to the highest form of mental development.

Fortunately for all concerned, the question was early submitted to experiment with the result that the natural sciences, far from simply demonstrating their academic utility in any course of study and thereby justifying their retention, proved to be indispensable in every complete well-balanced course of instruction seeking the fullest development of all pupils.

The question, therefore, with pedagogues, is not whether the natural sciences should be included in the school curriculum but rather what methods of instruction shall be employed in imparting the knowledge and securing for the pupil the training they give.

This is the problem ever present and continuously pressing for solution upon the wide-awake, energetic, enthusiastic, progressive teacher. Solve this and make its application possible to every contingency, and the course to success in science instruction becomes sure and certain.

The possible methods of instruction in any subject are four, and are the textbook, rote, socratic, and lecture methods. Every teacher in his instruction follows one or more or a combination of these methods.

Whether consciously or unconsciously, intended or not, his plan or lack of plan in teaching falls within one or more of these scopes.

Without entering upon the discussion of the relative merits of the different methods I need only to state that throughout science we have sought to have applied to all science instruction the socratic and lecture methods properly combined. We are

pleased to note an improvement in the pupil-product resultant upon this plan of educational attack.

During the session just closed an attempt was made to produce a syllabus for each of the science subjects in our department through the agency of properly constructed committees composed of science teachers.

While considerable work was done in this important direction by some of the teachers and a syllabus produced, yet on the whole the work was not as satisfactory as had been anticipated or hoped. A good beginning, however, has been made in this direction, and, before the end of another school year, we hope to complete it with greater satisfaction to ourselves and service to the work in our hands.

The assistant superintendent's recommendation, made early in the session, that the closest supervision be kept over the note books in science, has been strictly observed. This recommendation will be most closely observed and pressed in the ensuing year.

I desire to recommend that all science subjects, except physical geography as taught at present, be provided with at least one double period per week, or more if possible, and that this double period be counted as one single period. The reason for this request is obvious.

Laboratory work necessarily involves the handling of apparatus for the "try out" in the mind of the pupil, or is suggested by the text. It takes time to construct, set up, devise, and adjust the best arrangement of the apparatus for the study of the principle involved. This amount of time is not directly devoted to the thought processes of the experiment, and, while the school program would indicate that the pupil is spending one period in the study of science, yet as a matter of fact the time is shorter, in some cases much shorter, as for instance where the pupil can not make the apparatus "work." It is hoped that this recommendation will receive the timely consideration its importance deserves.

During the session just closed the work in physics in the M Street High School was divided among three teachers, two of whom taught other subjects. A better plan, I believe, would be to combine, rather assign the physics, classes now taught by two teachers to one teacher, who can be there in the laboratory all the time looking after the apparatus and caring for pupils doing current, extra, or delayed work.

In addition to this the work of teaching will be centralized, the effort of teaching focalized, and the general efficiency of the management enhanced.

The new electric plant, generously provided by the Congress several years ago and approved by the board of education for the physics' laboratory, M Street High School, and for the installation of which plans and specifications were drawn during the session of 1908-9, was completed in the last school session.

Although the construction of the equipment was delayed three months by instrument manufacturers and some embarrassment thereby caused the current work in physics, yet it is gratifying to note that the work of installing proved a complete success and met all the requirements and fulfilled every function anticipated by the plans and specifications.

The plant is a valuable acquisition to the science department and a credit to our public free school system.

We desire to reassert our belief in the basic purpose of science in an educational process as set forth in our report of March, 1910, and shall press the work along these general lines until conditions have changed and a different method of attack warranted.

Very respectfully,

N. E. WEATHERLESS,  
*Head of Science Department,  
M Street High and Armstrong Manual Training School.*

MR. R. C. BRUCE,  
*Assistant Superintendent of Schools.*

# REPORT OF PRINCIPAL OF ARMSTRONG MANUAL TRAINING SCHOOL.

SIR: The following brief report of the work of the Armstrong Manual Training School is respectfully submitted:

## ENROLLMENT.

The whole and average enrollments show a healthy growth over previous years, as indicated by the following table:

Years.	Whole enrollment.	Average enrollment.
1907-8.....	447	352
1908-9.....	660	484
1909-10.....	728	574

## REDUCTION OF COST PER PUPIL.

It should be noted (a) that the varied work of the school called for the employment of enough teachers to effectually present the course of instruction, (b) that the relatively small attendance for the first years made the per capita cost in this school large, (c) that the steady increase in enrollment has reduced this per capita cost to a more reasonable amount.

### *Cost per pupil based on average enrollment.*

1907-8.....	\$93.16
1908-9.....	65.81
1909-10.....	72.66

## COURSE OF INSTRUCTION.

The work of the various academic and scientific branches outlined by the heads of departments has in the main been satisfactory and coincides in content with the work of the best approved high and technical schools of the country. There are, however, some observations which I wish to renew looking to the making of some of the work more practical and to more nearly articulate with local conditions and general opportunity for those trained in this school.

### ENGLISH.

The course of instruction still emphasizes the work called for in college preparation and continues to give to pupils taking two-year courses the same work that pupils taking four-year courses get in the first two years using the same text and reading the same classics—classics called for by college entrance boards. The continued use of West's Ancient World and Cheyney's History of England, both college text books, by first and second year pupils hardly calls for a renewal of my comment of previous years.

### SCIENCE.

The work in physics, chemistry, and biology should be arranged to more thoroughly articulate with life and opportunity than is comprehended in the present plan. Growing opportunities, new to our students, urgently call for what may well be termed "trade instruction" in these branches.

### FOREIGN LANGUAGES.

Until a more definite object in the study of a language is determined and set forth the work of this department will be void of any result except mental discipline. My own belief is that it can be made practical, though not until our teachers equip themselves with something more than the mechanics of modern languages.

I request that an opportunity for some study of Latin be provided for those of our students who desire to enter professional schools calling for a rudimentary knowledge of that language.

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N. E. WEATHERLESS,  
*Head of Science Department,  
M Street High and Armstrong Manual Training School.*

Mr. R. C. BRUCE,  
*Assistant Superintendent of Schools.*

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### *Cost per pupil based on average enrollment.*

1907-8.....	\$93. 16
1908-9.....	65. 81
1909-10.....	72. 66

## COURSE OF INSTRUCTION.

The work of the various academic and scientific branches outlined by the heads of departments has in the main been satisfactory and coincides in content with the work of the best approved high and technical schools of the country. There are, however, some observations which I wish to renew looking to the making of some of the work more practical and to more nearly articulate with local conditions and general opportunity for those trained in this school.

### ENGLISH.

The course of instruction still emphasizes the work called for in college preparation and continues to give to pupils taking two-year courses the same work that pupils taking four-year courses get in the first two years using the same text and reading the same classics—classics called for by college entrance boards. The continued use of West's Ancient World and Cheyney's History of England, both college text books, by first and second year pupils hardly calls for a renewal of my comment of previous years.

### SCIENCE.

The work in physics, chemistry, and biology should be arranged to more thoroughly articulate with life and opportunity than is comprehended in the present plan. Growing opportunities, new to our students, urgently call for what may well be termed "trade instruction" in these branches.

### FOREIGN LANGUAGES.

Until a more definite object in the study of a language is determined and set forth the work of this department will be void of any result except mental discipline. My own belief is that it can be made practical, though not until our teachers equip themselves with something more than the mechanics of modern languages.

I request that an opportunity for some study of Latin be provided for those of our students who desire to enter professional schools calling for a rudimentary knowledge of that language.

## MATHEMATICS.

The work in mathematics is each year more closely articulated with the real activities of the school. I wish to recommend a very thorough prescribed half-year course in practical arithmetic for every fourth-year student.

## SHOPWORK.

The work of the shops each year is designed to approach commercial or trade work as nearly as equipment and the chance for commercial work will permit. The employment of our boys in the machine shop, foundry, and blacksmith shop of the Washington Navy Yard, where they finish a four-year apprenticeship in about two years, indicates more strongly than anything else the practical turn of our course of instruction. All repairs to boilers, engines, lathes, and machines, as well as the repair and making of new furniture and cabinetwork, is done by students. Several students are engaged during the summer in general carpentry and repair work.

## DOMESTIC SCIENCE AND SCHOOL LUNCH.

The work of this department has been made more practical by the introduction this year of the school lunch.

Six girls selected each week are detailed under the direction of this department to prepare the bill of fare for the week, to really market, to cook, and to serve the lunch during the recess period at a nominal price. The following is a sample bill of fare with prices:

Soup, per bowl.....	\$0.03
Sandwiches.....	.03
(The above 2 for 5 cents.)	
Hot rolls, buttered.....	.02
Pie, per slice.....	.03
Baked beans.....	.03
Beef stew.....	.03
Salads.....	.05
Crabs, deviled.....	.05
Ice cream or sherbet.....	.05
Strawberry shortcake.....	.05
Gingerbread.....	.02
Cookies, 2 for.....	.01

(All sandwiches are wrapped in oiled paper; nothing is bought but bread for sandwiches.)

A napkin is furnished each purchaser and classrooms are designated for boys and girls as lunch rooms. Here for 30 minutes each day valuable lessons in table manners are subconsciously given and received.

The following excerpt from a letter of Mr. Arthur D. Dean, head of the division of trade schools of the State of New York, to the school board of Albany, N. Y., indicates to what extent our lunch plan is being adopted and developed in other places:

"Your interesting card calls to my mind a school I visited last week while in Washington. The cooking room is not half as large as the one you have, and yet in the back of the room a little space has been screened off and the girls were making sandwiches of various kinds, doing each sandwich up in a piece of wax paper, cutting the gingerbread, corn cakes, etc. Five girls were detailed to provide the lunches for 400 to 600 children. The prices they charged were very moderate. I did not see how they could come out even, but the principal assured me that they had been able to buy all the extra dishes and extra silverware needed from the profits. I would advise you to write to the principal of this school, Dr. Wilson Bruce Evans, Armstrong Manual Training High School, Washington, D. C., and get the data first hand."

The check method of the best cafés and lunch counters is used, and the books and accounts are kept and audited by the business department of the school.

The annual statement shows:

Equipment.....	\$34. 97
Liabilities.....	13. 49
Total cash receipts.....	1, 011. 97
Total cash disbursements.....	1, 011. 97

#### DOMESTIC ART.

The work in this department is in reality "trade work." Girls go out from this course able to earn a living (and many do so) as a result of the skill acquired. Each girl in the graduating class has, from the establishment of the school, made her own graduating dress, plain but artistic, and at a cost not exceeding \$6 or \$7. The calls of our householders for the service of these young women during the school term is frequent, and their skill has been manifested in the very best homes of our community.

#### STEAM AND ELECTRICAL ENGINEERING.

The work of the physics department has each year been more thoroughly articulated with the work of the shops, the engine room, and the boiler room. All electrical connections, extensions, and repairs are made by students. One job alone, done by two boys in 36 hours, saved the manual training fund more than \$70.

Practical work in firing, engine tending, and electrical measurements from the switchboard is done by boys in their third and fourth years. An opportunity is offered for the training in the care, operation, and repair of automobiles. The work is made practical and four boys have been awarded operators' licenses this year.

I again emphasize the need for a more practical detailed course of instruction for these students by the department of science.

#### ARCHITECTURAL DRAWING.

Of no less commercial value to our students has been the work in architectural drawing. The head draftsman and head tracer in the office of our only colored architect were trained at this school. Not less than 20 houses in the suburbs have been designed by pupils and graduates of this school. When it is realized that these plans and specifications must pass and be approved by the office of the Engineer Commissioner of the District of Columbia before the building can be erected, the commercial value of this work is apparent. The skill shown by girls in tracing indicates a new field of employment for them.

The work in free-hand drawing and design supplements this work and serves to add to plans the æsthetic beauty of proportion, decoration, and harmony.

#### BUSINESS COURSE.

The business course was housed this year in the Old Mott School. Its needs are a new building, a complete equipment, a better prepared teaching force, and a better adaptation of a very ambitious course of study to the possibilities that opportunity presents to our students.

While I recognize the discouraging surroundings of the present quarters and the lack of equipment, I am persuaded that increased enthusiasm and the work spirit on the part of the teachers and those who profess an interest in the business school will accomplish more than complaints or plaintive explanations, the very character of which indicates the weakness and unfitness of those who continue to use them as a shield for their own continued failures.

#### ATHLETICS.

Despite the fact that the school is provided with no gymnasium or apparatus, the work of the boys in track and field sports, football, and baseball has shown splendid results in the better physique of the students and more in an enthusiastic interest in definite exercise for the best bodily development. The victories for the year include the interscholastic cup of the I. S. A. A. won at the annual field games May 30 and the Evening Star cup won at the municipal games on Independence Day.

## MILITARY DRILL.

The military unit of the school consisted of four companies, one of which represented the business department.

The importance of this work in the very definite mental as well as physical development of our youth must never be underestimated. Manliness, subordination to authority, the ability to answer a definite question "yes" or "no," to receive and execute an order with dispatch, and the ability to command by power of ability and personality, are some of the good results which come to boys from this training. The victories of the school this year include the winning of the interscholastic cup, the intercompany cup, and the Child's cup on the indoor range. These were won this year for the third consecutive time and are now the permanent property of the school. Other victories were the outdoor-range interschool trophy, the officers' match, and the high aggregate scores for officers and privates.

The present practice of charging an admission fee to the competitive drill and the division of the proceeds under the present plan should be continued.

## SCHOOL VISITORS.

During the year the school was visited by Dr. Hollis Burke Frissell, principal of Hampton Institute; Rev. Dr. Walter Brooks; Rev. Dr. A. C. Garner; Rev. Dr. Mathew Clair; Dr. W. T. Vernon, Register of the United States Treasury; Mr. L. M. Hershaw; Rev. Dr. C. F. Berger; Dr. William C. Woodward, District health officer; Dr. A. S. Gwynne; Dr. C. B. Posen; Dr. Isabelle H. Lamb, medical inspector; Miss Edith C. Westcott, principal Western High School; Miss Alys Bentley, director of music; Maj. Charles R. Douglass; Mrs. Carrie W. Clifford; Mrs. Anna J. Murray; Dr. George Lane; Mr. John A. Chamberlain, supervisor of manual training; and Mr. R. R. Horner, Dr. W. V. Tunnell, and Mrs. M. C. Terrell, of the board of education.

Mr. Arthur D. Dean, director of trade schools for the State of New York, and the trade school commission of the Department of Commerce and Labor, under the direction of Mr. Charles H. Winslow, inspected our work. Most of the visitors gave short talks, lectures, or demonstrations.

## CHORAL SOCIETY.

The choral society of the school assisted local literary and charitable organizations during the year. The annual recital at the Western High School of plantation melodies netted \$54.46.

The principal, teachers and students of the Western High School insisted that the proceeds of the recital be applied to the expenses of the colored play grounds.

## TEACHERS.

The teachers, with the exceptions noted on individual reports, have done satisfactory work. My grateful appreciation for their cooperation is now recorded. I should say, however, that in the selection of new teachers or the transfer of others to this school that much consideration should be given to the attitude of the individual toward the ideals of the school before the selection is definitely determined.

Our guiding motto as to teachers can be no better than that which the great Gen. Samuel Chapman Armstrong left for Hampton in his immortal memoranda.

"In the school, the great thing is *not* to quarrel; to pull all together; to refrain from hasty, unwise words and actions; to unselfishly and wisely seek the best good of all; and to get rid of workers whose temperaments are unfortunate—whose heads are not level—no matter how much knowledge or culture they may have. Cantankerousness is worse than heterodoxy."

In conclusion I desire to express my grateful appreciation for the loyal support and frank criticism and suggestion during the year from yourself, the superintendent of schools, and the officers and members of the board of education.

Very respectfully,

W. B. EVANS, *Principal.*

Mr. R. C. BRUCE,

*Assistant Superintendent of Schools.*

## REPORT OF THE HEAD OF THE DEPARTMENT OF MATHEMATICS.

SIR: I beg to report that the following teachers in the department of mathematics were visited by me during the months of April and May.

## ARMSTRONG MANUAL TRAINING SCHOOL.

	April.	May.
Mr. U. S. G. Bassett.....	2	2
Mr. Samuel E. Compton.....	2	3
Mr. P. B. Williams.....	3	3
Miss M. E. Hillmon.....	2	2
Mr. G. H. Murray.....	2	1
Mr. D. B. Thompson.....	2	2

## M STREET HIGH SCHOOL.

Miss C. E. Parke.....	2	3
Miss M. E. Cromwell.....	3	3
Mr. J. M. Carter.....	2	2
Mr. J. W. Cromwell, jr.....	2	2
Mr. W. T. S. Jackson.....	3	3
Mr. W. L. Smith.....	2	2

The work of the above teachers as observed by me was satisfactory.

I beg to further report that all classes in this department were tested May 20, 1910, with satisfactory results.

The necessary conferences have been held with the principals of the two high schools with reference to the rating of teachers.

During the year it has been my aim to visit each class of each teacher in the department not less than three times each semester. Visits in each case extend through the entire period of 45 minutes. Because of the variety of subjects taught by the different teachers, individual conferences have been the rule rather than formal teachers' meetings.

I am gratified to report that the teachers of this department continue to respond with characteristic promptness to the suggestions of its head.

In my conferences with teachers several have expressed a desire to be given the opportunity to rotate their subjects from year to year. Their reason in each case being a desire to keep abreast of the advances in teaching the various subjects coming under the department, such a showing of pedagogical interest is pleasing. The principals will be asked to do this as far as the organization of their schools will permit.

The textbooks in use, with the exception of the business arithmetics, seem to be giving satisfactory service. At a conference of the business department teachers, held several weeks ago, the opinion was freely expressed that the work in arithmetic was not as a rule too elementary for the pupils of the business department. The teachers feel that extensive reviews are necessary and helpful. The textbooks used, however, do not agree with the course as outlined, a matter which the principal promises to take up in his report on suggested improvements for the business department curriculum.

Very respectfully,

ROBERT N. MATTINGLY,  
Head of Department of Mathematics,  
M Street High and Armstrong Manual Training School.

Mr. R. C. BRUCE,  
Assistant Superintendent of Schools.

*Name, location, description, and*

No. of building.	Name.	Location.	Style of building.	Size.	Description.
43	High schools: Central.....	O between 6th and 7th Sts. NW.	Brick...	<i>Feet.</i> 197 by 55	Three stories and basement.
85	Eastern.....	7th and C Sts. SE.....	do.....	86 by 164	do.....
117	Western.....	35th and T Sts. NW.....	do.....	69½ by 174½	do.....
144	Business.....	Rhode Island Ave. between 8th and 9th Sts. NW.	do.....	178 by 224	do.....
130	Manual Training School: McKinley, William.....	Rhode Island Ave. and 7th St. NW.	do.....	176 by 232	do.....
63	First division: Addison, Henry.....	P between 32d and 33d Sts. NW.	do.....	54 by 98	Two stories and basement.
25	Conduit Road.....	Conduit Road.....	Frame..	25 by 45	One story.....
68	Corcoran, Thomas.....	28th St. between M St. and Olive Ave. NW.	Brick...	68 by 82	Two stories and basement.
26	Curtis, William W.....	O between 32d and 33d Sts. NW.	do.....	97 by 79	Three stories and basement.
92	Fillmore, Millard.....	35th between R and S Sts. NW.	do.....	70 by 84	Two stories and basement.
1	High Street <sup>5</sup> .....	Wisconsin Ave. NW.....	Frame..	58 by 30	Two stories.....
147	Hyde, Anthony T.....	O between 32d and 33d Sts. NW.	Brick...	80 by 80	Two stories and basement.
69	Jackson, Andrew.....	R between 30th and 31st Sts. NW.	do.....	70 by 84	do.....
110	Reservoir.....	Conduit Road.....	Frame..	40 by 62	Two stories.....
102	Tenley.....	Tenley, D. C.....	Brick...	75 by 115	Two stories and basement.
14	Threlkeld, John.....	36th St. and Prospect Ave. NW.	Brick...	75 by 29	Two stories.
114	Toner, John Meredith.	24th and F Sts. NW.....	do.....	67 by 85	Two stories and basement.
65	Second division: Adams, John Quincy.	R St. between 17th St. and New Hampshire Ave. NW.	do.....	73 by 83	do.....
66	Berret, James G.....	14th and Q Sts. NW.....	do.....	50 by 100	Three stories and basement.
113	Chevy Chase.....	Connecticut Ave. extended.	Frame..	165 by 72	Two stories.....
154	Cooke, Henry D.....	17th St. and Columbia Road.	Brick...	132 by 118	Three stories and basement.
52	Dennison, William.....	S between 13th and 14th Sts. NW.	do.....	92 by 89	do.....
32	Force, Peter.....	Massachusetts Ave. between 17th and 18th Sts. NW.	do.....	90 by 73	do.....
41	Grant, Ulysses S.....	G between 21st and 22d Sts. NW.	do.....	92 by 88	do.....
125	Morgan, Thomas P.....	V between Champlain and 13th Sts. NW.	do.....	65 by 96	Two stories and basement.
54	Weightman, Roger C.	23d and M Sts. NW.....	do.....	76 by 83	do.....
104	Third division: Brightwood.....	Brightwood, D. C.....	do.....	70 by 100	do.....
151	Brightwood Park....	9th and Ingraham Sts....	Brick, frame, and stucco.	81 by 81	One story and basement.
84	Harrison, William Henry.	13th between V and W Sts. NW.	Brick...	75 by 101	Two stories and basement.
119	Hubbard, Gardiner G.	Kenyon between 11th and 13th Sts. NW.	do.....	80 by 80	do.....
95	Johnson, Andrew.....	School and Grant Sts., Mount Pleasant.	do.....	80 by 80	Three stories and basement.
21	Johnson Annex.....	School St., Mount Pleasant.	Frame..	80 by 80	Two stories.....
72	Monroe, James.....	Columbia Road between Georgia and Sherman Aves. NW.	Brick...	70 by 84	Two stories and basement.
131	Petworth.....	Philadelphia St. near Georgia Ave. NW.	do.....	48 by 85	do.....
57	Phelps, Seth L.....	Vermont Ave. between T and U Sts. NW.	do.....	70 by 40	do.....
157	Powell, Charles F.....	School St. near Park Road NW.	do.....		do.....
146	Ross, John W.....	Harvard between 11th and 13th Sts. NW.	do.....	81½ by 84½	do.....

<sup>1</sup> Part of Wallach site.<sup>2</sup> Includes increased cost of third extension to June 30, 1910.<sup>3</sup> Includes the purchase of second addition to original site.<sup>4</sup> Includes increased cost of third extension of the building to June, 1910.

*cost of school buildings owned.*

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
Steam.....	1883	.....	<i>Sq. feet.</i> 96,300	\$137,625.00	\$118,078.00	\$255,703.00
.....do.....	1891	.....	( <sup>1</sup> )	( <sup>1</sup> )	77,000.00	77,000.00
.....do.....	1898	.....	135,278	37,000.00	101,084.36	138,084.36
.....do.....	1905	.....	.....	72,500.00	<sup>2</sup> 257,328.02	329,828.02
.....do.....	1902	.....	.....	<sup>3</sup> 147,505.45	<sup>4</sup> 340,993.88	488,499.33
Furnace.....	1885	8	12,450	7,470.70	29,313.00	36,783.70
Stoves.....	1874	1	10,890	1,089.00	1,200.00	2,289.00
Furnace.....	1889	8	14,400	7,700.00	25,952.00	33,652.00
Steam.....	1875	10	24,396	18,500.00	60,000.00	78,500.00
Furnace.....	1892	8	18,204	9,925.00	27,046.46	36,971.46
Stoves.....	1853	.....	7,296	4,330.00	3,000.00	7,330.00
Furnace.....	1907	8	18,295	13,476.50	46,522.08	59,998.58
.....do.....	1889	8	17,825	10,700.00	28,731.00	39,431.00
.....do.....	1897	4	89,760	2,000.00	5,992.18	7,992.18
Steam.....	1882	8	43,560	10,890.00	27,920.00	38,810.00
Stoves.....	1896	4	5,068	3,500.00	5,000.00	8,500.00
Furnace.....	1898	8	10,719	8,763.50	29,055.29	37,818.79
.....do.....	1888	8	11,460	17,240.00	26,652.00	43,892.00
.....do.....	1889	9	5,000	15,000.00	25,048.50	40,048.50
.....do.....	1898	4	40,000	6,000.00	9,837.48	15,837.48
.....do.....	1909	16	58,822	40,000.00	110,000.00	150,000.00
Steam.....	1884	12	24,648	23,200.00	45,181.00	68,381.00
.....do.....	1879	12	21,828	60,000.00	36,215.00	96,215.00
.....do.....	1882	12	21,033	16,826.00	40,428.00	57,254.00
Furnace.....	1901	8	27,848	<sup>5</sup> 26,918.05	36,446.00	63,364.05
.....do.....	1886	8	13,712	13,712.00	29,324.00	43,036.00
Steam.....	1888	8	18,234	5,470.00	20,885.00	26,355.00
Furnace.....	1896	4	35,000	8,400.72	26,316.00	34,716.72
.....do.....	1890	8	11,540	19,200.00	27,796.00	46,996.00
.....do.....	1900	8	15,626	9,375.60	38,046.44	47,422.04
.....do.....	1895	8	25,530	12,265.00	28,846.47	41,111.47
Stoves.....	1871	4	( <sup>6</sup> )	( <sup>6</sup> )	9,300.00	9,300.00
Furnace.....	1889	8	54,000	18,537.92	23,988.60	42,525.92
.....do.....	1902	8	26,350	<sup>8</sup> 9,094.44	<sup>7</sup> 50,841.83	59,936.27
.....do.....	1908	8	23,088	<sup>8</sup> 31,466.00	24,521.00	55,987.00
.....do.....	1887	8	.....	37,390.35	62,127.28	99,517.63
.....do.....	1910	8	.....	.....	.....	.....
.....do.....	1906	8	28,221	<sup>8</sup> 65,458.15	43,213.87	108,672.02

<sup>5</sup> Abandoned.<sup>6</sup> Part of Johnson School site.<sup>7</sup> Includes cost of extension of the building.<sup>8</sup> Includes cost of additional ground.

Name, location, description, and cost

No. of building.	Name.	Location.	Style of building.	Size.	Description.
Third division—Contd.					
118	Takoma.....	Takoma Park.....	{Frame } {Stucco }	160 by 187	{Two stories and {basement.
101	Woodburn.....	Riggs Road near Blair Road.	Brick.....	42 by 68	do.....
13	Bates Road <sup>1</sup> .....	{Bates Road near Sol- {diers' Home.	{do.....	31 by 61	One story.....
2	Tunlaw Road <sup>2</sup> .....	Tunlaw Road near Loughborough Road.	do.....		do.....
35	Grant Road <sup>3</sup> .....	{Grant Road between {Wisconsin and Con- {necticut Aves. ex- {tended.	Frame.....		do.....
Fourth division:					
27	Abbot, George J.....	New York Ave. and L St. NW.	Brick.....	102 by 42	Three stories and basement.
15	Franklin, Benjamin.....	13th and K Sts. NW.	do.....	148 by 79	do.....
33	Henry, Joseph.....	P between 6th and 7th Sts. NW.	do.....	89 by 73	Three stories and basement.
44	Morse, Samuel F. B.....	R between New Jersey Ave. and 5th St. NW.	do.....	81 by 69	Two stories and basement.
86	Polk, James K.....	7th and P Sts. NW.	do.....	70 by 84	do.....
29	Thomson, Strong John <sup>5</sup> .....	12th between K and L Sts. NW.	do.....	91 by 28	Three stories and basement.
45	Twining, W. J.....	3d between N and O Sts. NW.	do.....	81 by 69	Two stories and basement.
51	Webster, Daniel.....	10th and H Sts. NW.	do.....	107 by 84	Three stories and basement.
Fifth division:					
70	Arthur, Chester A.....	Arthur Place between B and C Sts. NW.	do.....	67 by 84	Two stories and basement.
61	Blake, James H.....	North Capitol between K and L Sts. NW.	do.....	70 by 84	do.....
103	Brookland.....	{10th and Monroe Sts., {Brookland, D. C.	do.....	70 by 100	do.....
116	Eckington.....	1st St. and Quincy Place NE.	do.....	72 by 94	do.....
133	Emery, Matthew G.....	{Lincoln Ave. and Pros- {pect St. NE.	do.....		do.....
143	Gage, Nathaniel P.....	2d St. above U St. NW.	do.....	80 by 150	do.....
36	Gales, Joseph.....	1st and G Sts. NW.	do.....	90 by 66	Three stories.....
108	Langdon.....	{Queen's Chapel Road, {Langdon, D. C.	{do.....	80 by 80	Two stories.....
9	Queen's Chapel Road <sup>6</sup> .....	On Langdon site.	Frame.....	25 by 31	One story.....
22	Seaton, William W.....	I between 2d and 3d Sts. NW.	Brick.....	94 by 69	Three stories and basement.
Sixth division:					
48	Benning.....	Benning, D. C.....	do.....	96 by 80	Two stories.....
50	Blair, Francis P., sr.....	I between 6th and 7th Sts. NE.	do.....	70 by 84	Two stories and basement.
145	Blow, Henry T.....	19th St. and Benning Road NE.	do.....	80 $\frac{1}{2}$ by 83 $\frac{1}{2}$	do.....
37	Hamilton, Alexander.....	Bladensburg Road, D. C.	do.....	50 by 70	Two stories.....
107	Hayes, Rutherford B.....	5th and K Sts. NE.	do.....	70 $\frac{1}{2}$ by 93 $\frac{1}{2}$	Two stories and basement.
128	Kenilworth.....	Anacostia Ave., Kenilworth, D. C.	do.....	36 by 100	Two stories.....
142	Ludlow, William.....	6th and G Sts. NE.	do.....	81 by 81	Two stories and basement.
71	Madison, James.....	10th and G Sts. NE.	do.....	70 by 84	do.....
94	Pierce, Franklin.....	14th and G Sts. NE.	do.....	70 by 84	do.....
88	Taylor, Zachary.....	7th between F and G Sts. NE.	do.....	70 by 84	do.....
121	Webb, William B.....	15th and Rosedale Sts. NE.	do.....		do.....
136	Wheatley, Samuel G.....	12th and N Sts. NE.	do.....	82 by 82	do.....
Seventh division:					
46	Brent, Robert.....	3d and D Sts. SE.	do.....	81 by 69	do.....
58	Carbery, Thomas H.....	5th between D and E Sts. NE.	do.....	70 by 84	do.....
120	Dent, Joshua.....	2d St. and South Carolina Ave. SE.	do.....	56 by 95	do.....
135	Edmonds, James B.....	9th and D Sts. NE.	do.....	81 by 81	do.....

<sup>1</sup> Used as a storeroom.<sup>2</sup> Burned down in March, 1874.<sup>3</sup> Abandoned.<sup>4</sup> Part of Central High School site.

*of school buildings owned—Continued.*

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
			<i>Sq. feet.</i>			
Furnace.....	{ 1899 }	8	29,920	\$2,992.00	\$19,611.78	\$22,603.78
do.....	{ 1903 }	4	53,930	2,695.50	10,210.00	12,905.50
	1896					
Stoves.....	{ 1866 }		43,560	400.00	1,600.00	2,000.00
do.....	{ 1888 }		43,560	150.00	( <sup>2</sup> )	150.00
	1864					
do.....	{ 1864 }		43,560	4,356.00	1,200.00	5,556.00
	1880					
Furnace and hot water.....	1876	9	6,448	16,120.00	20,000.00	36,120.00
Steam.....	1869	17	14,946	41,100.00	188,000.00	229,100.00
do.....	1880	12	( <sup>4</sup> )	( <sup>4</sup> )	45,000.00	45,000.00
Furnace.....	1883	8	18,318	11,500.00	23,670.00	35,170.00
do.....	1891	8	( <sup>4</sup> )	( <sup>4</sup> )	27,000.00	27,000.00
do.....	1877	6	3,229	6,780.00	8,000.00	14,780.00
do.....	1883	8	18,717	11,230.00	24,070.00	35,300.00
Steam.....	1884	12	8,418	21,000.00	41,053.00	62,053.00
Furnace.....	1889	8	19,590	15,672.00	27,652.00	43,324.00
do.....	1887	8	10,995	9,985.00	24,973.00	34,958.00
Steam.....	{ 1891 }	12	15,000	2,475.00	21,552.00	24,027.00
	1896					
	1903					
Furnace.....	1898	8	13,500	10,800.00	28,383.74	39,183.74
Furnace and hot water.....	{ 1904 }	12	20,058	12,000.00	69,880.84	81,880.84
	1908					
Steam.....	{ 1902 }	16	29,493	19,513.00	70,371.12	89,884.12
	1908					
do.....	1881	12	12,764	22,300.00	40,116.00	62,416.00
Furnace.....	{ 1897 }	8	43,560	800.00	32,959.58	33,759.58
	1908					
Steam.....	{ 1865 }	12	( <sup>7</sup> )	( <sup>7</sup> )	( <sup>6</sup> )	( <sup>6</sup> )
	1871		27,750	\$ 36,375.00	35,000.00	71,375.00
Stoves.....	1883	4	43,560	2,178.00	8,935.00	11,113.00
Furnace.....	1884	8	22,013	6,600.00	22,071.00	28,671.00
do.....	1906	8	54,750	11,750.00	45,475.20	57,225.20
Stoves.....	1881	4	32,670	800.00	4,000.00	4,800.00
Furnace.....	1897	8	13,671	9,999.45	28,979.61	38,979.06
do.....	1901	4	20,280	2,000.00	22,946.00	24,946.00
do.....	1904	8	21,887	13,769.37	42,539.83	56,309.20
do.....	1889	8	9,980	6,468.00	25,644.00	32,112.00
do.....	1894	8	10,000	10,000.00	26,152.00	36,152.00
do.....	1891	8	12,650	8,475.50	26,524.50	35,000.00
do.....	1900	8	18,360	8,924.95	33,856.39	42,781.34
do.....	1903	8	31,500	7,500.00	47,497.00	54,997.00
do.....	1883	8	8,500	8,500.00	22,065.00	30,565.00
do.....	1887	8	11,751	8,800.00	29,980.00	38,780.00
do.....	1900	8	12,920	12,195.00	34,536.05	46,731.05
do.....	1903	8	21,240	13,812.00	55,000.00	68,812.00

<sup>5</sup> Razed to the ground at the close of the school year 1910.<sup>6</sup> Building razed to the ground.<sup>7</sup> Part of Langdon site.<sup>8</sup> Includes cost of additional ground.

Name, location, description, and cost

No. of building.	Name.	Location.	Style of building.	Size.	Description.
	Seventh division—Contd.			<i>Feet.</i>	
141	French, B. B., Manual Training School.	7th and G Sts. SE.....	Brick...	49 by 68	Two stories.....
115	Hilton, Charles E.....	6th between B and C Sts. NE.	do.....	57½ by 93½	Two stories and basement.
55	Maury, John W.....	B between 12th and 13th Sts. NE.	do.....	70 by 84	do.....
31	Peabody, George.....	C and 5th Sts. NE.....	do.....	90 by 90	Three stories and basement.
59	Towers, John T.....	8th and C Sts. SE.....	do.....	56 by 104	Two stories and basement.
4	Wallach, Richard.....	D between 7th and 8th Sts. SE.	do.....	99 by 76	Three stories and basement.
	Eighth division:				
42	Amidon, Margaret.....	F and 6th Sts. SW.....	do.....	81 by 69	Two stories and basement.
123	Bowen, Sayles J.....	3d and K Sts. SW.....	do.....	do.....	do.....
60	Bradley, William A.....	Linworth Place SW.....	do.....	70 by 84	do.....
105	Greenleaf, James.....	4½ between M and N Sts. SW.	do.....	80 by 80	do.....
23	Jefferson, Thomas.....	D and 6th Sts. SW.....	do.....	172 by 88	Three stories and basement.
17	Potomac.....	12th between Maryland Ave. and E St. SW.	do.....	72 by 32	Two stories.....
64	Smallwood, Samuel N.	I between 3d and 4½ Sts. SW.	do.....	70 by 83	Two stories and basement.
150	Van Ness, John P.....	4th and M Sts. SE.....	do.....	69½ by 86½	do.....
	Ninth division:				
155	Bryan, Thomas B.....	B St. between 13th and 14th Sts. SE.	do.....	131 by 88	Three stories and basement.
96	Buchanan, James.....	E between 13th and 14th Sts. SE.	do.....	81 by 81	Two stories and basement.
111	Congress Heights.....	Congress Heights, D. C.	do.....	70 by 83	do.....
137	Cranch, William.....	12th and G Sts. SE.....	do.....	79 by 36	do.....
73	Good Hope.....	Good Hope, D. C.	Frame.....	do.....	One story.....
149	Ketcham, J. H.....	Adams St., between Jackson and Harrison, Anacostia, D. C.	Brick...	106½ by 64½	Three stories and basement.
67	Lenox, Walter.....	5th St. between G St and Virginia Ave. S. E.	do.....	70 by 83	Two stories and basement.
122	Orr, Benjamin G.....	Prout St., Twining City.	do.....	do.....	do.....
138	Stanton, Edward L.....	Hamilton Road, Good Hope.	do.....	80 by 80	One story and basement.
83	Tyler, John.....	11th, between G and I Sts. SE.	do.....	70 by 84	Two stories and basement.
87	Van Buren, Martin.....	Jefferson St., Anacostia, D. C.	do.....	80 by 80	do.....
38	Van Buren Annex.....	Washington St., Anacostia, D. C.	do.....	50 by 80	Three stories.....
	Colored:				
	High school—				
82	M Street.....	M St. between 1st St. and New Jersey Ave. NW.	do.....	80 by 147	Three stories and basement.
	Manual Training School:				
129	Armstrong, Samuel H.	P, between 1st and 3d Sts. NW.	do.....	120 by 120	Two stories and basement.
	Tenth division:				
75	Briggs, Martha B.....	22d and F Sts. NW.....	do.....	67 by 83	do.....
6	Chain Bridge Road.....	Chain Bridge Road, near Conduit Road.	Frame.....	25 by 50	One story.....
10	Chamberlain.....	East St., Georgetown.....	do.....	do.....	Two stories.....
62	Magruder, William B.	M, between 16th and 17th Sts. NW.	Brick...	56 by 104	Two stories and basement.
140	Montgomery, Henry P.	27th, between I and K Sts. N. W.	do.....	80 by 60	do.....
81	Phillips, Wendell.....	N, between 27th and 28th Sts. NW.	do.....	70 by 84	do.....
139	Reno, Jesse Lee.....	Howard Avenue, near Fort Reno.	do.....	80 by 80	One story and basement.
97	Stevens, Thaddeus.....	21st, between K and L Sts. NW.	do.....	80 by 180	Three stories and basement.
19	Sumner, Charles.....	17th and M Sts. NW.....	do.....	94 by 69	do.....

<sup>1</sup> Includes cost of old building, \$1,200.<sup>2</sup> Part of Wallach site.<sup>3</sup> Includes purchase of additional ground.<sup>4</sup> Increased by \$1,800 spent in 1903.

of school buildings owned—Continued.

How heated.	When erected.	No. of rooms.	Size of site. <i>Sq. feet.</i>	Value of site.	Cost of building.	Total cost.
Furnace.....	{ 1840 }	4	3,163	\$2,370.00	\$22,038.00	\$24,408.00
do.....	{ 1904 }	8	7,500	11,000.00	28,368.25	39,368.25
do.....	1898	8	18,792	6,000.00	25,798.00	31,798.00
do.....	1886	8	14,620	21,900.00	38,150.00	60,050.00
Steam.....	1879	12	(2)	(2)	24,999.00	24,999.00
Furnace.....	1887	8	107,434	106,436.00	40,000.00	146,436.00
Steam.....	1864	14	8,953	7,835.00	18,232.00	26,067.00
Furnace.....	1882	8	28,050	13,500.00	35,836.35	49,336.35
Steam.....	1901	8	13,189	6,594.00	24,992.00	31,586.00
Furnace.....	1887	8	15,000	10,500.00	24,527.00	35,027.00
do.....	1896	8	69,788	38,400.00	72,000.00	110,400.00
Steam.....	1872	20	5,837	2,918.00	4,500.00	7,418.00
Stoves.....	1870	4	14,190	8,519.00	26,652.00	35,171.00
Furnace.....	1888	8	21,025	10,778.77	47,650.00	58,428.77
do.....	1909	8	39,020	14,110.00	89,887.39	103,997.39
do.....	1909	12	20,584	10,000.00	27,562.43	37,562.43
do.....	1895	8	107,593	20,389.31	23,000.00	43,389.31
do.....	1898	8	7,776	6,940.00	41,543.00	48,483.00
Steam.....	{ 1872 }	8	21,780	750.00	4,462.00	5,212.00
Stoves.....	{ 1903 }	2	49,920	10,000.00	49,502.61	59,502.61
Furnace.....	1889	8	10,928	5,500.00	25,135.00	30,635.00
do.....	1889	8	18,750	2,411.24	22,294.68	24,705.92
do.....	1900	4	133,005	2,287.00	24,050.00	26,337.00
do.....	1903	4	11,588	8,691.00	25,972.00	34,663.00
do.....	1890	8	15,600	25,000.00	26,864.00	51,864.00
Stoves.....	1881	6	15,600	2,500.00	6,837.00	9,337.00
Steam.....	1890	.....	24,591	24,592.00	82,317.00	106,909.00
do.....	1902	.....	36,952	19,036.45	118,206.21	137,242.66
Furnace.....	1889	8	9,202	8,500.00	24,619.00	33,119.00
Stoves.....	1865	1	21,780	1,100.00	500.00	1,600.00
do.....	1866	.....	5,800	2,000.00	(6)	2,000.00
Furnace.....	1887	8	25,406	29,113.00	25,973.00	55,086.00
do.....	1903	8	18,192	7,500.00	46,881.00	54,381.00
do.....	1890	8	38,502	26,520.95	26,066.00	52,586.95
do.....	1903	4	47,321	3,000.00	23,849.00	26,849.00
Steam.....	{ 1868 }	20	16,481	16,481.00	40,000.00	56,481.00
do.....	{ 1896 }	10	11,984	25,156.00	70,000.00	95,156.00
do.....	1871	10				

<sup>5</sup> Used as a cooking school.

<sup>6</sup> Building razed to the ground.

<sup>7</sup> Includes the cost of two lots adjoining Magruder School, lots 22 and 23, square 182.

*Name, location, description, and cost*

No. of building.	Name.	Location.	Style of building.	Size.	Description.
89	<b>Tenth division—Contd.</b>				
	Wilson, Henry.....	17th, between Euclid St. and Kalorama Road.	Brick...	<i>Feet.</i> 70 by 84	Two stories and basement.
49	Wormley, James, sr.....	Prospect Ave., between 33d and 34th Sts. NW.	do.....	70 by 84	do.....
172	<b>Eleventh division:</b>				
	Bruce, Blanche K.....	Kenyon St., between Georgia and Sherman Aves. NW.	do.....	71½ by 86	do.....
47	Bunker Hill Road.....	Bunker Hill Road.....	do.....	25 by 50	One story.....
30	Cook, John F., sr.....	O. between 4th and 5th Sts. NW.	do.....	96 by 58	Three stories.....
11	Fort Slocum.....	Blair Road.....	Frame..	25 by 45	One story.....
84	Garnet, Henry H.....	10th and U Sts. NW	Brick...	90 by 73	Three stories and basement.
76	Garrison, William.....	12th, between R and S Sts. NW.	do.....	70 by 84	Two stories and basement.
132	Langston, John M.....	P. between North Capitol and 1st Sts. NW.	do.....	70 by 105	do.....
8	Military Road.....	Military Road, near Brightwood.	Frame..	25 by 45	One story.....
40	Mott (old building) ..	Trumbull and 6th Sts. NW.	Frame and brick.	40 by 80	Two stories.....
153	Mott, Lucretia.....	4th and Trumbull Sts. NW.	Brick...	88 by 188	Two stories and basement.
93	Patterson, James W.....	Vermont Ave., near U St. NW.	do.....	70 by 84	do.....
80	Slater, John F.....	P. between North Capitol and 1st Sts. NW.	do.....	70 by 84	do.....
5	Military Road <sup>2</sup> .....	Military Road, near Broad Branch Road.	Frame..	26 by 34	One story.....
7	Brightwood.....	Brightwood, near Rock Creek Ford Road.	do.....	21 by 34	do.....
12	Brentwood Road <sup>2</sup> .....	Brentwood Road, near Queen's Chapel Road.	do.....		do.....
	<b>Twelfth division:</b>				
39	Bannekeg.....	3d, between K and L Sts. NW.	Brick...	81 by 69	Two stories and basement.
91	Burrville.....	Burrville, D. C.....	Frame..		Two stories.....
152	Deanwood.....	{Whittingham Place and Lane Place.	{Brick, frame, and stucco.	80 by 80	{One story and basement.
99	Douglass, Frederick.....	1st and Pierce Sts. NW.	Brick...	81 by 81	Two stories and basement.
100	Ivy City.....	Ivy City, D. C.....	Frame..	30 by 50	One story.....
77	Jones, Alfred.....	1st and L Sts. NW	Brick...	67 by 83	Two stories and basement.
90	Logan, John A.....	3d and G Sts. NE.	do.....	70 by 84	do.....
124	Lovejoy, Elijah P.....	12th and D Sts. NE.	do.....	75 by 87½	do.....
98	Payne, Daniel A.....	15th and C Sts. SE.	do.....	80 by 81	do.....
134	Simmons, Abby S.....	Pierce, between 1st St. and New Jersey Ave. NW.	do.....	80 by 80	do.....
24	Smothers' Annex <sup>4</sup> .....	Benning Road.....	Frame..	25 by 50	One story.....
56	Smothers.....	do.....	do.....	25 by 50	do.....
79	<b>Thirteenth division:</b>				
	Ambush, Enoch.....	L. between 6th and 7th Sts. SW.	Brick...	70 by 84	do.....
3	Anacostia Road <sup>4</sup> .....	Anacostia, D. C.....	Frame..	25 by 45	do.....
78	Bell, George.....	1st, between B and C Sts. SW.	Brick...	67 by 83	Two stories and basement.
74	Birney Annex.....	Rear Nichols Ave., Hillsdale, D. C.	Frame..	40 by 60	Two stories.....
127	Birney, James G.....	Nichols Ave., Hillsdale, D. C.	Brick...	80 by 80	Two stories and basement.
109	Bowen, Anthony.....	9th and E Sts. SW.....	do.....	70 by 92½	do.....
148	Cardozo, Francis L., sr.	I, between Half and 1st Sts. SW.	do.....	82 by 84	do.....

<sup>1</sup> Part of Garnet School site.<sup>2</sup> Abandoned.<sup>3</sup> Building demolished.<sup>4</sup> One room used for cooking and carpentry and one room for grades.

*of school buildings owned—Continued.*

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
Furnace.....	1891	8	<i>Sq. feet.</i> 15,000	\$9,000.00	\$26,000.00	\$35,000.00
.....do.....	1884	8	13,240	6,600.00	23,495.00	30,095.00
.....do.....	1898	8	30,000	7,650.00	29,083.13	36,733.13
Stoves.....	1883	1	43,560	900.00	2,703.00	3,600.00
Furnace.....	1868	11	8,640	6,900.00	18,000.00	24,900.00
Stoves.....	1877		21,780	1,089.00	500.00	1,589.00
Steam.....	1880	12	28,480	22,800.00	35,000.00	57,800.00
Furnace.....	1889	8	14,400	16,200.00	24,540.00	40,740.00
.....do.....	1902	8	18,000	13,500.00	36,855.00	50,355.00
Stoves.....	1865	2	43,560	3,500.00	1,200.00	4,700.00
.....do.....	1871	10	18,150	9,075.00	17,428.00	26,503.00
Furnace.....	1882		47,250	23,345.00	101,654.93	124,999.93
.....do.....	1893	8	( <sup>1</sup> )	( <sup>1</sup> )	26,118.00	26,118.00
.....do.....	1890	8	12,000	11,000.00	26,067.00	37,067.00
Stoves.....	1864	1	21,780	100.00	400.00	500.00
.....do.....	1865	1	21,780	150.00	600.00	750.00
.....do.....	1867	.....	21,780	100.00	( <sup>3</sup> )	100.00
Furnace.....	1882	8	9,653	10,600.00	20,000.00	30,600.00
Stoves.....	1888	2	15,000	600.00	2,750.00	3,350.00
Furnace.....	1892		43,470	3,471.34	26,384.00	29,855.34
.....do.....	1896	8	9,600	10,560.00	26,296.00	36,856.00
Stoves.....	1896	2	7,200	3,600.00	2,604.38	6,204.38
Furnace.....	1889	8	14,866	11,100.00	25,396.00	36,496.00
.....do.....	1891	8	9,125	8,486.25	26,513.75	35,000.00
.....do.....	1872	8	<sup>2</sup> 21,072	8,500.00	36,136.08	44,636.08
.....do.....	1901		8,480	4,240.00	22,095.00	26,935.00
.....do.....	1896	8	16,658	9,886.00	52,000.00	61,886.00
Stoves.....	1864	2	( <sup>6</sup> )	( <sup>6</sup> )	<sup>7</sup> 1,000.00	1,000.00
.....do.....	1874		21,780	900.00	3,135.00	4,035.00
Furnace.....	1886	2	11,000	11,750.00	23,885.00	35,635.00
Stoves.....	1864	1	43,560	1,310.00	600.00	1,910.00
Furnace.....	1889	8	11,920	9,536.00	25,609.00	35,145.00
Stoves.....	1889	4	( <sup>8</sup> )	( <sup>8</sup> )	<sup>5</sup> 2,000.00	2,000.00
Furnace.....	1901	8	43,560	2,500.00	37,911.05	40,411.05
.....do.....	1867	8	10,555	10,600.00	27,129.63	37,729.63
.....do.....	1897		43,375	13,500.00	46,328.67	59,828.67

<sup>1</sup> Increased by cost of additional ground included.<sup>2</sup> Part of original site.<sup>3</sup> Estimated.<sup>4</sup> Part of original Birney site.

*Name, location, description, and cost*

No. of building.	Name.	Location.	Style of building.	Size.	Description.
	<b>Thirteenth division—Con.</b>			<i>Feet.</i>	
106	Garfield, James A. <sup>1</sup> ...	Garfield, D. C. ....	Frame..	131 by 88	Two stories.....
158	Garfield, James A. ....	.....do.....	Brick...	.....	Two stories and basement.
63	Giddings, Joshua R. .	G. between 3d and 4th Sts. SE.	...do....	70 by 84	.....do.....
20	Hillsdale <sup>2</sup> .....	Nichols Ave., Hillsdale, D. C.	Frame..	62 by 34	Two stories.....
18	Lincoln, Abraham...	2d and C Sts. SE.....	Brick...	75 by 68	Three stories and basement.
16	McCormick, Hugh <sup>3</sup> ..	3d, between M and N Sts. SE.	...do....	55 by 55	Two stories and basement.
28	Randall, Eliza G. ....	1st and I Sts. SW.....	...do....	90 by 72	Three stories.....
126	Syphax, William.....	Half, between N and O Sts. SW.	...do....	81 by 85	Two stories and basement.
	Total.....	.....	.....	.....	.....

<sup>1</sup> Building razed to the ground at end of school year, 1909; additional ground purchased in 1910.<sup>2</sup> Part of site of old Garfield school No. 106.<sup>3</sup> Increased by cost of additional ground included.

NOTE.—This table does not include portable buildings.

of school buildings owned—Continued.

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
			<i>Sq. feet.</i>			
.....	{ 1887 1896 1910 }	.....	<sup>1</sup> 146,362	\$3,702.05	( <sup>1</sup> )	\$3,702.05
Furnace.....	1910	12	( <sup>2</sup> )	.....	\$91,504.02	91,504.02
.....do.....	1887	8	20,526	<sup>3</sup> 9,132.00	24,952.00	34,084.00
Stoves.....	1871	<sup>3</sup> 4	41,832	1,700.00	5,000.00	6,700.00
Steam.....	1871	12	11,600	17,400.00	20,000.00	37,400.00
Furnace.....	1870	4	13,575	4,395.00	7,000.00	11,395.00
.....do.....	1876	12	9,088	5,500.00	40,000.00	45,500.00
Steam.....	1901	8	19,030	5,754.00	39,237.00	44,991.00
.....	.....	.....	.....	2,127,505.51	5,400,706.34	7,528,211.85

<sup>1</sup> Used for manual training and cooking schools.

<sup>2</sup> Reduced by abandoning two rooms.

<sup>3</sup> Used for manual training, cutting, and fitting.

